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ABSTRACT

Since vocational education leaders will require many more and different skills in the future, this project was conducted to develop and implement a relevant and responsive field-centered, competency-based certification program for vocational administrative directors in Pennsylvania's western region. To this end, the following objectives were achieved: (1) more than 100 competencies essential to the role of vocational administrator were identified through the literature and subsequently verified by a representative sample of vocational administrators in Pennsylvania; (2) 86 instructional learning guides for these competencies were developed and field tested; and (3) an existing field-centered, competency-based delivery system used for vocational teacher training at Indiana University of Pennsylvania was adapted and used successfully to provide training to several administrator interns throughout a 13-county region of western Pennsylvania. The emphasis placed on adaptation, modification, and articulation resulted in substantial cost savings in the area of program development, delivery, and management. Overall, the program was found to be a viable alternative to conventional administrator preparation. (Author/KC)

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Final Report

The Development of a Certification Program for Directors of Vocational Education

Project Number 94-4006

Thomas J. Walker

Edward K. Allen

July 1, 1983 - June 30, 1984

The Center for Vocational Personnel Preparation
Indiana University of Pennsylvania

U.S. DEPARTMENT OF EDUCATION
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Final Report

Pennsylvania Department of Education
Bureau of Vocational Education

Project Number 94-4006

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Table of Contents

Preface..........i
Abstract..........1
Introduction..........2
Background..........4
Purpose..........5
Methodology..........6
Summary..........12
Dissemination..........12
References..........13
Appendix A..........14
Appendix B..........53
Appendix C..........74
Appendix D..........144

Preface

The expansion of the Leadership Development Program at Indiana University of Pennsylvania's Center for Vocational Personnel Preparation to embrace a Director of Vocational Education certification option is the result of the cooperation of many persons.

The need for program implementation was recognized by Ms. Jacqueline Cullen, Chief, Professional Personnel Development, Bureau of Vocational Education. Acknowledgement is expressed for the financial support and assistance of her office and the Bureau of Vocational Education, Dr. Jerry Olson, Director.

Special acknowledgement is extended to Dr. Calvin J. Cotrell and his associates at Temple University for their support, assistance, and sharing of competency-based leadership curriculum innovations and materials over the past several years. Grateful acknowledgement is due the executive advisory committee and leadership advisory committee at the Center for Vocational Personnel Preparation for their continued involvement and constructive feedback.

Acknowledgement is extended to Dr. Charles Ryan, Dean, College of Education and Dr. Robert Millward, Interim Associate Dean, College of Education for providing logistical support and articulation strategies that will establish linkages with IUP's Principal's certification program. Appreciation also is extended to the numerous local education agencies who have opened their buildings to the leadership development program and to the local school leadership resource personnel who have assisted with program development.

Special appreciation is expressed to Dr. Edward Allen for his commendable service as project coordinator.

Thomas J. Walker
Project Director

Abstract

The present is truly a time of change and crisis in the U.S. workplace, and schools have an absolutely crucial role to play in preparing individuals to meet the challenge. To a degree unprecedented in history, our economic growth and development will be determined by the strength of our education system.

The implication of this fact for colleges and universities that prepare vocational leadership personnel is enormous. Contemporary vocational administrators will require skills unheard of several years ago, much less taught at universities.

The purpose of this project was to develop and implement a relevant and responsive field-centered, competency-based certification program for vocational administrative directors in Pennsylvania's Western region. To this end the following objectives were achieved: (a) over 100 competencies essential to the role of vocational administrator were identified through the literature and subsequently verified by a representative sample of vocational administrators in Pennsylvania; (b) eighty-six instructional learning guides were developed and field tested that deliver on the identified competencies; (c) an existing field-centered, competency-based delivery system used for vocational teacher training at IUP was adapted and used successfully to provide training to several administrator interns throughout a 13 county region of Western Pennsylvania. The emphasis placed on adaptation, modification, and articulation resulted in substantial cost savings in the area of program development, delivery, and management. Overall, the program was found to be a viable alternative to conventional administrator preparation.

Introduction

Historically, America's schools have been the institution on whose programs and activities have been pinned the hope for a better society. Consider the response to Russia's launching of Sputnik in October of 1957. At that time the public schools were seen as the only vehicle capable of leading the way to asserting America's technological, material, and military strength. Challenges to our schools are not new. Presently, a major transformation is taking place in our economy. It is characterized by: a shift from heavy, basic manufacturing to the production of high-technology goods; the accelerated growth of small businesses; the rapid growth of producer, consumer and information services; and the introduction of automation into production.

At the same time, our workforce is changing. In the past, business and industry had a large pool of trained workers from which they could select. Today, however, fewer youths are available for employment while the number of workers who are adults now and presently in the workforce is swelling. In the future, most of the newly created jobs will have to be filled by present-day workers--workers who have experienced some form of updating or retraining.

This is truly a time of change and crisis in the U.S. workplace, and schools have an absolutely crucial role to play in preparing individuals to meet the challenge. To a degree unprecedented in history, our economic growth and development will be determined by the strength of our education system.

The implication of this fact for colleges and universities that prepare vocational leadership personnel is enormous. Contemporary vocational administrators will require skills unheard of several years ago, much less taught at universities. Consider, for example, the following societal expectations held for our vocational schools:

1. Providing for the needs of dislocated workers.
2. Establishing critical skills and customized job training programs.
3. Customizing curriculum development.
4. Providing access to the workplace for women and minorities.
5. Promoting intergenerational vocational training and retraining.
6. Analyzing the labor market continually with effective and coherent strategies.
7. Meeting the challenges of innovations and advanced technology.
8. Developing effective and coherent strategies for articulation and collaboration with appropriate publics.

Admittedly, the above is only a partial list of the expectations confronting present-day vocational leadership personnel. Nevertheless, it does serve to underscore the complex, diverse, and sometimes disenchanted environment in which administrators are required to perform. It also provides a significant statement as to the need for relevant and responsive leadership preparation programs.

The administrative preparation program developed in this project is geared to the future directions to which vocational education must respond. Additionally, it addresses the explicit goals for Vocational Education Professional Personnel Development in Pennsylvania as described in A Position Paper on Funding of Vocational Education Professional Personnel Development Programs in Pennsylvania.

Background Information

Since its inception in 1978, the Center for Vocational Personnel Preparation at Indiana University of Pennsylvania (IUP) has been engaged in a field-experienced, competency-based thrust in professional personnel development.

A field-experienced, competency-based personnel development program is characterized by the following:

1. The instructional program provides for the development and evaluation of the student's achievement of each of the competencies specified.

2. Competencies to be demonstrated by the student are

   a. derived from explicit conceptions of the professional role,

   b. supported by research, curriculum and job analysis, and/or experienced professional judgement,

   c. stated so as to make possible assessment of a student's behavior in relation to specific competencies, and

   d. made public in advance.

3. Criteria to be employed in assessing competencies are

   a. based upon, and in harmony with, specified competencies,

   b. explicit in stating expected levels of mastery under specified conditions, and

   c. made public in advance.

4. Assessment of the student's competency

   a. uses her or his performance as a primary source of evidence,

   b. takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior,

   c. strives for objectivity, and

d. facilitates future studies of the relation between instruction, competency attainment and achievement of school goals.

The foregoing implies that:

1. Instruction is individualized to a considerable extent;
2. Learning experiences are guided by feedback;
3. The program as a whole has the characteristics of a system;
4. Emphasis is on exit requirements;
5. The learner is considered to have completed the program only when he or she has demonstrated the required level of performance; and
6. The instructional performance is not time-based in units of fixed duration.

In addition, a field-experienced, competency-based personnel program has the following characteristics:

1. The program is field-centered to enhance realism;
2. There is a broad base for decision-making -- for logistical reasons as well as the requirements of democratic behavior and professionalism;
3. Instruction is often modularized and uses protocol and training materials to achieve flexibility and realism when the instruction is taken only to the simulation level;
4. Professional preparation is career long, inherent in the concept of the professional; and
5. A research component is built into the program to enhance the knowledge base on which the profession depends.

Purpose

The primary purpose of this project was to develop and implement a relevant and responsive field-centered, competency-based certification (F/CB) program for vocational administrative directors in Pennsylvania's Western region. To the extent possible, the configuration of the new program was to be consistent with the model for F/CB professional personnel development subscribed to by other instructional programs at the IUP Center and described in the background section of this report.

The objectives to be accomplished were:

1. Identify competencies required by the director of vocational education. This identification will be based on the concept of the career ladder (utilizing the supervisor of vocational education and curriculum specialist programs already in place at IUP) and the delivery of responsible and quality vocational education programs at the secondary level.

2. Identify and develop materials/resources which deliver on the competencies.

3. Identify/design and develop selected support systems.

4. Recruit 4-5 students into the program.

5. Implement a field-experienced, competency-based director of vocational education program.

6. Conduct formative evaluation.

Methodology

The methods section will outline the steps followed to accomplish the previously stated objectives. The format used will be to restate each objective and describe the activities that were used to meet it.

1. Identify competencies required by the Director of Vocational Education.

By 1975, many researchers had begun to identify the competencies needed by vocational administrators. Norton et al. (1977) reported that 15 studies had been conducted from 1967-1975. Included among the most comprehensive, was a study undertaken by Ramp (1974) at Southern Illinois University. More recently, a Pennsylvania consortium comprised of Temple University, The

Pennsylvania State University, and the University of Pittsburgh undertook a similar analysis. The consortium's study, reported by Cotrell and English (1978) and Cotrell and Dunton (1979) resulted in the identification and verification of 86 competencies and terminal performance objectives essential to the preparation of vocational education administrators.

By 1979-80 this list was expanded to include additional supervisory role competencies and terminal performance objectives identified and verified by Adamsky and Walker (1978), Cotrell and Casler (1980), and Drake (1980) bringing to over 130 the total number of competencies evaluated for inclusion in the IUP program. To verify the competencies and to separate critical competencies from those lower in priority needs, the competencies were submitted to vocational directors, assistant directors, vocational supervisors, superintendents-of-record, and business managers throughout Pennsylvania. The results were analyzed by IUP's leadership training staff in relation to PDE's program standards for preparation of the Vocational Administrative Director and submitted to the leadership advisory committee to arrive at a final list of required and elective competencies. (See Appendix A)

2. Identify and develop materials/resources that deliver on the competencies.

A number of resources were identified/developed to assist administrative interns in acquiring the theory underlying a specific competency. Twenty-nine leadership modules developed at The National Center for Research in Vocational Education at The Ohio State University formed the primary source of information.

These materials were complemented by materials developed at The American Institute for Research (AIR) and leadership education modules developed at The Virginia Polytechnic Institute and State University as well as professional development modules developed through the PDE's Research Coordinating Unit. In addition, the leadership staff developed learning guides for more than 86 competencies. (See Appendix B)

3. Identify/design and develop selected support systems.

An advisory committee was formed and met twice during the Spring, 1984 term and once during the 1984 main summer session. The committee is comprised of general and vocational administrators, university personnel, and the Center's leadership staff. (See Appendix C)

Evaluation instruments were developed that measure the intended versus the actual outcomes for each component of the leadership program. All levels of personnel involved with the program participated in a formative evaluation to determine whether the program was operating as designed. The process has established base-line data that will contribute to systematic improvement. (See Appendix C)

Computer Assisted Instruction. The instructional guides described under objective 2 above can be accessed electronically from remote field sites. An electronic mailing capability enables on line interaction between program staff and interns relative to these instructional materials.

Staff training is conducted on a regular basis. University staff participated in a biweekly program of staff development throughout the 1983-84 academic year and a School Leadership Resource Person (SLRP) training program is scheduled for August 1984.

Related materials for interns such as a Need Assessment package as well as general orientation materials were developed and integrated into the ongoing program. (See Appendix C)

The Center Management Information System (MIS) was modified to facilitate recordkeeping. The start and completion date as well as level of development for each intern's program of competencies are maintained in the MIS. A further refinement of the MIS permits an accurate trail of an intern's credit structure, course start and completion dates, and grades. (See Appendix C)

4. Recruit 4-5 students into the program.

Four candidates were identified as being good candidates for vocational administration (i.e., Vocational Director) and all four began their studies in the Fall, 1983 term. Since that time, two additional interns were registered bringing the total to six individuals served during 1983-84. (See Appendix D)

5. Implement a field-experienced, competency based director of vocational education program.

The field-centered, CBAE program was implemented throughout a 13 county region of Western Pennsylvania. The program was comprehensive in scope preparing individuals to direct, operate, supervise, and administer the organizational and education activities of a vocational-technical school or department. The curriculum was fully articulated with the comprehensive vocational supervisor program offered through the IUP Center resulting in a career ladder approach in organizing full administrative certification.

The curriculum/competencies for the Program were presented in the form of terminal performance objectives which were to be met at the application level in a local education agency setting with the assistance of a certified administrator from that agency and under the direction of educational leadership educators from IUP. The following scale was used to facilitate the development and assessment of competencies: (1) awareness, (2) understanding, (3) guided application, (4) independent application, (5) mastery.

Competency acquisitions from the management categories of curriculum, instruction, business and finance, personnel, communications, students services, physical facilities, and personal-professional development were facilitated through the use of seminars, modules, and other directed individualized instructional formats. Exit from the program was determined by competency attainment rather than the accumulation of semester hours of credit. One intern had completed requirements and was endorsed for certification by June 30, 1984.

6. Conduct formative evaluation.

The program, like all instructional programs at the IUP center, subscribes to an instructional evaluation model proposed by Tuckman (1979). Each spring, each instructional program is thoroughly scrutinized to make changes that hold the potential for program improvement. The major objective of each evaluation is to study variability across each program and to reduce it in desirable ways.

The model used begins during planning and develops into a straightforward process of determining whether measured outcomes match intended or prescribed outcomes. It encompasses the basic evaluation components of outcomes, input/process, and design.

Once the concurrent considerations of outcomes, input/process, etc. have been completed for all instructional programs the resulting data are mapped with Center management, administration, and coordination data to establish a rational base for decision making. The process is regenerative in that a change in program/system operations is planned and then assessed to determine the effect of change on program/system effectiveness.

Data are collected from all persons involved in each instructional program. This includes (a) the students/interns served, (b) those who function as the intern's/student's trainers and (c) each level of program staff. (Appendix C -- Evaluation Instruments)

The evaluations determined that the program was operating as designed and that the intended outcomes had been achieved. Overall the F/CBAE program was found to be a viable alternative to conventional administrator preparation. (A detailed report of the formative evaluation is on file at the Center.)

Summary and Conclusion

The major accomplishment of this project was the implementation of a field centered, competency-based vocational administrator preparation program in Western Pennsylvania. Of equal significance, however, was that the existing F/CBE delivery system and subsystems employed in vocational teacher training at the IUP Center proved adaptable to the administrative preparation program thereby realizing a substantial savings in program development costs. This emphasis on articulation between instructional programs is expected to result in future savings in the areas of instructional delivery and management as well.

Dissemination

Dissemination in the form of presentations at National and State symposia describing the preparation program has begun (i.e., AVA Convention, Anaheim, California, December 1983; PVE Conference, Lancaster, Pennsylvania, June 1984). A description of the CBAE program also has been sent to Open Entries, a newsletter devoted to competency-based education, and to the ERIC Clearinghouse for inclusion in their document resume file.

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Appendix A

A-1 Letter to Respondents

A-2 Verification Instrument

A-3 Advisory Committee Materials for Verification

A-4 Final List of Competencies

A-1 Letter to Respondents

iup
INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412 357-4434

This fall, the Center for Vocational Personnel Preparation at IUP is planning to offer a program that will enable a qualified individual to obtain Pennsylvania certification as a vocational director. Through a review of the literature, we have obtained a list of 136 competencies needed by vocational directors that have been validated for the Commonwealth. As you respond to this instrument, it is important for you to know that we at IUP adhere to the career ladder philosophy of vocational administration--from curriculum specialist to vocational supervisor to vocational director, i.e., a director's training program should embrace the skills of both a curriculum specialist and supervisor in addition to those of an administrative nature. However, to require a candidate to develop skill in all 136 competencies may be an unreasonable demand.

To offer some assurance that a candidate will be adequately trained for this vital occupation, we need your assistance to identify those competencies you believe important for the overall success of a vocational director in Pennsylvania, as well as those needed during the first year of a novice director.

To avoid the onerous task of one individual reviewing all 136 competencies, we have utilized a specific plan to divide the list among several vocational administrators, Based on this plan, therefore, you will have to review only 27 task statements or competencies. Please refer to the enclosed instrument for specific instructions to complete the survey.

When you finish with the questionnaire, please return it to me in the enclosed postage-free, pre-addressed envelope. Thank you very much for your assistance.

Very sincerely yours,

Edward K. Allen, Assistant Professor
Vocational Leadership Development

EKA:cmk

Enclosure

A-2 Verification Instrument

Indiana University of Pennsylvania
Vocational Leadership Development Program

Director of Vocational Education

DIRECTIONS

Three questions are being asked of you for each of the 27 competency statements:

1. Using a six-point scale, what is your opinion about the importance of each skill to the success of a vocational director's role?
2. If you were presently in a position to design a director's certification program for yourself, which of the competencies would you designate as required and which would you designate as elective?
3. Did you acquire the skill yourself as the result of your own academic preparation program or as the result of your on-the-job experiences?

For the most efficient review, rate the first competency with reference to all three questions, then return and respond to the second competency for the three questions, and on to the third. Continue in the same manner with the remaining competency statements.

As you respond to the first question, use the following scheme:

How important do you believe the performance of this task is in your job as a vocational director? In the "Importance of Task" column choose and circle the number which most accurately reflects the importance of that task. If you do not perform some of the tasks, please circle the number which indicates how important you believe those tasks are to the overall role of a vocational director.

As you respond to the second question, follow this rationale:

Circle the "R" if you would designate a particular competency as required in your program or circle the "E" if you instead would designate the competency as elective in your program.

For the third question, use this scheme:

Circle a "1" if you feel your own academic preparation program* was primarily responsible for you acquiring this skill. Circle a "2" if you feel you acquired this skill more so as a result of your on-the-job experiences rather than any formal training program.

*internship/field-centered experiences would be considered part of an academic preparation program; while on-the-job is considered acquiring the skill(s) after accepting employment as a vocational administrator.

Please return the survey together
with the personal/school data
sheet in the enclosed pre-addressed
envelope by August 19, 1983.

INDIANA UNIVERSITY OF PENNSYLVANIA
Vocational Leadership Development Program

Director of Vocational Education

INSTRUCTIONS

To assist us in the analysis of the data contained within the attached survey instrument, we need some information about yourself and your school. Please respond to the following questions by placing a check (✓) in the appropriate blank or providing appropriate information in the blank.

1. Sex:
   _____ Male
   _____ Female

2. Your present age: _____

3. Level of your education:
   _____ less than bachelors degree
   _____ bachelors degree
   _____ masters degree
   _____ doctoral degree
   _____ post-doctoral

4. Title of your present position:
   _____ Superintendent
   _____ Director
   _____ Asst. Director
   _____ Supervisor
   _____ Coordinator
   _____ Admin. Asst.
   _____ Principal
   _____ Other, please specify
   ____

5. Number of years you have served in the capacity of your position specified in item "4." _____

6. In what year did you earn your certification for the position checked in item "4." _____

7. Kind of institution in which you are working:
   _____ full-time vocational school
   _____ part-time vocational school
   _____ comprehensive high school
   _____ vocational school within a school district
   _____ other, please specify
   ____

8. Administrative/support staff employed by the institution (check as many as apply).
   _____ Asst. Director
   _____ Supervisor
   _____ Curriculum Specialist/Coor.
   _____ Business Manager
   _____ Other, please specify
   ____

9. Geographic orientation of students attending your institution. Generally, they are:
   _____ urban
   _____ suburban
   _____ rural

Competency statements	Importance of Task		Designation		Acquisition	
	How **important** is the performance of this task to the role of a vocational director?		Should the task be **required** or should it be **elective**?		How did you acquire this skill yourself?	
	Great Importance	No Importance	Required	Elective	Result of prep prog.	On the job
MANAGEMENT OF CURRICULUM						
A vocational director should:						
1. Develop a school philosophy for vocational education.	5 4 3 2 1 0		R	E	1	2
2. Obtain input from the general adivsory committee in establishing curricula for vocational education.	5 4 3 2 1 0		R	E	1	2
3. Identify population for vocational education needs assessment.	5 4 3 2 1 0		R	E	1	2
4. Incorporate business and industry manpower projections, student interest, and census data in determining the vocational education programs.	5 4 3 2 1 0		R	E	1	2
5. Assist instructors to compile curriculum framework documents.	5 4 3 2 1 0		R	E	1	2
6. Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula.	5 4 3 2 1 0		R	E	1	2
MANAGEMENT OF INSTRUCTION						
A vocational director should:						
7. Assist instructors to develop learning packages.	5 4 3 2 1 0		R	E	1	2

		Importance of Task	Designation		Acquisition	
		How important is the performance of this task to the role of a vocational director?	Should the task be required or should it be elective?		How did you acquire this skill yourself?	
	Competency statements	Great Importance — No Importance	Required	Elective	Result of prep prog.	On the job
8.	Assist instructors to implement instructional materials modifications.	5 4 3 2 1 0	R	E	1	2
9.	Assist instructors to develop skills in the execution of instruction for groups of students.	5 4 3 2 1 0	R	E	1	2
10.	Assist instructors to implement a cooperative education program.	5 4 3 2 1 0	R	E	1	2
11.	Maintain an economical delivery system which achieves the stated vocational objectives.	5 4 3 2 1 0	R	E	1	2
12.	Maintain a schedule of instruction to meet the needs of individual vocational students.	5 4 3 2 1 0	R	E	1	2
	MANAGEMENT OF PERSONNEL					
13.	Prepare a job description for all positions.	5 4 3 2 1 0	R	E	1	2
14.	Evaluate the performance of all personnel.	5 4 3 2 1 0	R	E	1	2
	MANAGEMENT OF COMMUNICATIONS					
15.	Engage in reinforcement.	5 4 3 2 1 0	R	E	1	2
16.	Cope with and manage inappropriate behaviors.	5 4 3 2 1 0	R	E	1	2

	Importance of Task	Designation		Acquisition	
	How important is the performance of this task to the role of a vocational director?	Should the task be required or should it be elective?		How did you acquire this skill yourself?	
Competency statements	Great Importance — No Importance	Required	Elective	Result of prep prog.	On the job
17. Seek and recognize verbal and nonverbal feedback.	5 4 3 2 1 0	R	E	1	2
18. Disseminate vocational education information through radio, television, exhibits, and other media.	5 4 3 2 1 0	R	E	1	2
19. Prepare status reports on vocational education.	5 4 3 2 1 0	R	E	1	2
MANAGEMENT OF STUDENT SERVICES					
20. Coordinate the vocational student transportation system.	5 4 3 2 1 0	R	E	1	2
21. Arrange for a vocational student work experience program.	5 4 3 2 1 0	R	E	1	2
MANAGEMENT OF PERSONAL/PROFESSIONAL DEVELOPMENT					
22. Adhere to a professional code of ethics.	5 4 3 2 1 0	R	E	1	2
23. Apply current vocational education leadership theory and practice.	5 4 3 2 1 0	R	E	1	2
MANAGEMENT OF PHYSICAL FACILITIES					
24. Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education.	5 4 3 2 1 0	R	E	1	2

Competency statements	Importance of Task How important is the performance of this task to the role of a vocational director?		Designation Should the task be required or should it be elective?		Acquisition How did you acquire this skill yourself?	
	Great Importance	No Importance	Required	Elective	Result of prep prog.	On the job
25. Apply policy regulating the use of the vocational facilities.	5 4 3 2 1 0		R	E	1	2
MANAGEMENT OF BUSINESS AND FINANCE						
26. Prepare an annual budget for vocational education.	5 4 3 2 1 0		R	E	1	2
27. Prepare a capital improvement budget for a vocational facility expansion or construction.	5 4 3 2 1 0		R	E	1	2

A-3 Advisory Committee Materials for Verification

Competency Statements	Importance of Task How important is the performance of this task to the role of a vocational director? Great Importance				No Importance		Designation Should the task be required or should it be elective? Required	Elective	Acquisition How did you acquire this skill yourself? Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
Management of Curriculum												
701. Develop a school philosophy for vocational education. (24)	50	33.3	16.7				87.5	12.5			41.7	8.
702. Cooperate with community power structure to obtain support and approval of the vocational education program. (13)	84.6	7.7	7.7				92.3	7.7			92.3	7.
703. Cooperate with other educational agencies in vocational education planning and operation. (13)	46.2	46.2	7.7				76.9	23.1		15.4	84.6	
704. Obtain input from the general advisory committee in establishing curricula for vocational education. (24)	50	25	12.5	12.5			83.3	16.7		8.3	83.3	8.
705. State objectives of vocational education consistent with the vocational school philosophy. (21)	38.1	38.1	19	4.8			85.7	14.3	4.8	57.1	38.1	
706. Identify population for vocational education needs assessment. (23)	39.1	34.8	21.7	4.3			70.8	29.2		25	70.8	4.
707. Determine data gathering stragies. (13)	30.8	38.5	15.4	15.4			53.8	46.2		84.6	15.4	
708. Generate a needs assessment instrument. (19)	36.8	31.6	15.8	10.5	5.3		66.7	23.8	19	57.1	19	4.

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Competency Statements	Importance of Task How important is the performance of this task to the role of a vocational director?						Designation Should the task be required or should it be elective?		Acquisition How did you acquire this skill yourself?			
	Great Importance			No Importance			Required	Elective	Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
709. Train data collectors. (18)	5.6	22.2	38.9	16.7	16.7		28.6	57.1	28.6	33.3	38.1	
710. Administer needs assessment instrument. (21)	33.3	42.9	9.5	14.3			85.7	14.3		42.9	52.4	4.8
711. Incorporate business and industry manpower projections, student interest, and census data in determining the vocational education programs. (24)	62.5	29.2	4.2	4.2			83.3	16.7		4.2	87.5	8.3
712. Make curricular recommendations for vocational programs. (13)	61.5	38.5					92.3	7.7		61.5	38.5	
713. Assist instructors to establich or reorganize existing craft advisory committees. (15)	40	33.3	6.7	13.3			62.5	31.3	6.3	25	62.5	6.3
714. Assist instructors to describe occupations and validate with craft advisory committees. (15)	20	26.7	26.7	20	6.7		56.3	37.5	6.3	25	62.5	6.3
715. Assist instructors to develop philosophy statements for curricula. (21)	14.3	33.3	38.1	14.3			47.6	47.6		33.3	66.7	
716. Assist instructors to develop general goals and objectives for curricula. (19)	57.9	31.6	10.5				81	9.5	19	66.7	14.3	
717. Assist instructors to obtain existing analyses or to generate occupational analyses. (21)	23.8	47.9	23.8	9.5			76.2	19	4.8	38.1	57.1	

Competency Statements	Importance of Task How important is the performance of this task to the role of a vocational director? Great Importance					No Importance	Designation Should the task be required or should it be elective? Required	Elective	Acquisition How did you acquire this skill yourself? Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
718. Assist instructors to write task statements. (18)	44.4	5.6	44.4		5.6		57.1	28.6	23.8	52.4	23.8	
719. Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees. (21)	61.9	33.3	4.8				95.2	4.8	9.5	38.1	47.6	4.8
720. Assist instructors to develop occupational grids. (18)	33.3	5.6	44.4	5.6	11.1		47.6	38.1	23.8	38.1	38.1	
721. Assist instructors to analyze tasks. (15)	20	26.7	20	26.7	6.7		56.3	37.5	6.3	62.5	31.3	
722. Assist instructors to develop terminal performance objectives and validate with craft advisory committees. (15)	26.7	33.3	13.3	13.3	13.3		62.5	31.3	6.3	62.5	31.3	
723. Assist instructors to compile curriculum framework documents. (23)	39.1	43.5	17.4				70.8	25	4.2	54.2	25	16.7
724. Assist administration to prepare state approval applications. (15)	60	20	20				87.5	6.3	6.3	12.5	81.3	
725. Obtain approval for a vocational education program. (21)	71.4	14.3	9.5	4.8			81	19	4.8	28.6	66.7	
726. Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula. (24)	37.5	41.7	16.7	4.2			87.5	12.5		45.8	41.7	12.5

	Competency Statements	How important is the performance of this task to the role of a vocational director?						Should the task be required or should it be elective?		How did you acquire this skill yourself			
		Great Importance			No Importance			Required	Elective		Result of prep prog.		On the jo
		5	4	3	2	1	0			0	1	2	3
727.	Assist instructors to provide vocational education designed to meet the needs of all persons to be served. (13)	53.8	15.4	23.1	7.7			61.5	38.5		46.2	53.8	
728.	Assist instructors to assess curriculum content with former students and employer follow-up study data. (19)	31.6	42.1	10.5	10.5	5.3		66.7	23.8	19	47.6	33.3	
729.	Implement curriculum content modificationa. (13)	46.2	46.2		7.7			69.2	30.8		46.2	46.2	7.7
730.	Implement a systematic evaluation of the vocational education curricula to facilitate management (15)	53.3	26.7	20				81.3	12.5	6.3	25	68.8	
31.	Prepare proposals for curriculum development. (21)	52.4	23.8	23.8				81	19		28.6	71.4	
2.	Project long-range (5-year) program needs for vocational education. (15)	60	26.7	13.3				75	18.8	6.3	18.8	68.8	6.3
33.	Evaluate process and product teaching performances (13)	61.5	7.7	23.1	7.7			76.9	23.1		53.8	38.5	7.7
34.	Assist instructors to determine the needs and interests of students. (21)	33.3	28.6	28.6	9.5			66.7	33.3		33.3	61.9	4.8
735.	Assist instructors to develop enabling performance objectives. (21)	19	57.1	19	4.8			81	19	4.8	57.1	33.3	4.8

Competency Statements	Importance of Task How important is the performance of this task to the role of a vocational director? Great Importance 5	4	3	2	1	No Importance 0	Designation Should the task be required or should it be elective? Required	Elective	Acquisition How did you acquire this skill yourself? 0	Result of prep prog. 1	2	On the job 3
736. Assist instructors to sequence performance objectives. (12)	33.3	33.3	25		8.3		46.2	46.2	7.7	61.5	30.8	
737. Assist instructors to develop units of instruction. (14)	21.4	35.7	14.3	21.4	7.1		56.3	31.3	12.5	56.3	25	6.3
738. Provide appropriate vocational educational materials, instructional aids, and resource persons. (14)	28.6	35.7	21.4	7.1	7.1		37.5	50	12.5	25	56.3	6.3
739. Assist instructors to write lesson plans. (13)	30.8	15.4	15.4	7.7	30.8		50	37.5	12.5	68.8	12.5	6.3
740. Assist instructors to select teaching/learning styles. (21)	14.3	42.9	33.3	4.8	4.8		66.7	33.3		66.7	28.6	4.8
741. Assist instructors to accommodate student learning styles. (14)	7.1	28.6	28.6	21.4	14.3		37.5	50	12.5	43.8	37.5	6.3
742. Assist instructors to develop learning packages. (24)	20.8	33.3	37.5	8.3			58.3	41.7	8.3	50	33.3	8.3
743. Assist instructors to assess instructional materials. (12)	25	41.7	25		8.3		46.2	46.2	7.7	53.8	30.8	7.7
744. Assist instructors to implement instructional materials modifications. (24)	16.7	33.3	50				66.7	33.3		50	45.8	4.2
745. Assist instructors to develop skills in individualising the execution of instruction. (21)	19	38.1	42.9				71.4	28.6		38.1	47.6	14.3

Competency Statements	How important is the performance of this task to the role of a vocational director? Great Importance 5	4	3	No Importance 2	1	0	Should the task be required or should it be elective? Required	Elective	How did you acquire this skill yourself? Result of prep prog. 0	1	2	On the job
746. Assist instructors to develop skills in the execution of instruction for groups of students. (24)	33.3	25	41.7				66.7	33.3		54.2	41.7	4.
747. Assist instructors to develop skills in mediated execution of instruction.	14.3	14.3	35.7	28.6	7.1		31.3	56.3	12.5	56.3	31.3	
748. Assist instructors to develop skills in the evaluation of instruction. (19)	31.6	57.9	5.3	5.3			76.2	9.5	19	57.1	14.3	9
749. Assist instructors to develop shop/classroom management skills. (21)	42.9	42.9	9.5	4.8			95.2	4.8		38.1	52.4	9.
Assist instructors to develop guidance skills. (19)	15.8	15.8	57.9	5.3	5.3		38.1	47.6	19	42.9	38.1	
751. Assist instructors to develop skills in planning and implementing an effective school-community relations program. (12)	25	66.7		8.3			84.6	7.7	7.7	38.5	53.8	
752. Assist instructors to develop skills in planning and implementing a student vocational organization. (12)		58.3	25	8.3	8.3		30.8	61.5	7.7	38.5	53.8	
753. Assist instructors to maintain a viable professional role and to direct student teacher development. (20)	25	35	35	5			57.1	38.1	9.5	23.8	61.9	4.
754. Assist instructors to plan a cooperative education program. (21)	19	9.5	42.9	23.8	4.8		33.3	66.7	4.8	38.1	52.	4.

Competency Statements	Importance of Task How important is the performance of this task to the role of a vocational director?						Designation Should the task be required or should it be elective?		Acquisition How did you acquire this skill yourself?			
	Great Importance			No Importance			Required	Elective	Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
755. Assist instructors to implement a cooperative education program. (24)	12.5	25	50	12.5			54.2	45.8		50	37.5	12.5
756. Evaluate the vocational instructional program. (20)	100						90.5		9.5	61.9	23.8	4.8
757. Maintain an economical delivery system which achieves the stated vocational objectives. (24)	54.2	29.2	12.5		4.2		87.5	12.5		29.2	62.5	8.3
758. Assist instructors integrate the activities of student organizations with the vocational instructional program. (20)	25	35	20	10	10		38.1	57.1	14.3	38.1	42.9	4.8
759. Assist instructors to provide vocational instruction to serve special needs students. (11)	36.4	36.4	18.2	9.1			61.5	23.1	15.4	30.8	53.8	
760. Maintain a schedule of instruction to meet the needs of individual vocational students. (24)	41.7	41.7	12.5	4.2			83.3	16.7	8.3	45.8	41.7	4.8
761. Comply with laws, rules, regulations, and policies relative to vocational education instruction. (14)	71.4	28.6					75	12.5	12.5	25	43.8	18.8

Competency Statements	How important is the performance of this task to the role of a vocational director? Great Importance 5	4	3	No Importance 2	1	0	Should the task be required or should it be elective? Required	Elective	How did you acquire this skill yourself Result of prep prog. 0	1	2	On the job 3
Management of Personnel												
762. Implement vocational education personnel policies established by the board. (12)	100						92.3		7.7		84.6	7.
763. Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel. (20)	90	10					95.2		9.5	52.4	33.3	4
764. Prepare a job description for all positions. (24)	62.5	20.8	16.7				75	25	4.2	33.3	50	12.
765. Maintian recruitment and selection procedures for vocational education faculty and other personnel. (14)	50	50					81.3	6.3	12.5	25	62.5	
766. Provide a program of staff development. (12)	75	16.7		8.3			76.9	15.4	7.7	53.8	30.8	7.
767. Maintain a personnel handbook. (21)	61.9	14.3	23.8				66.7	33.3		23.8	76.2	
768. Maintain a salary and fringe benefit structure. (15)	53.3	26.7	20				75	18.8	6.3	12.5	81.3	
769. Maintain staff morale, an open administration, and a cooperative atmosphere. (21)	76.2	19	4.8				90.5	9.5	4.8	4.8	81	9.
770. Delegate responsibility and authority. (20)	75	25					81	14.3	9.5	19	61.9	9.

Competency Statements		Importance of Task How important is the performance of this task to the role of a vocational director?						Designation Should the task be required or should it be elective?		Acquisition How did you acquire this skill yourself?			
		Great Importance				No Importance		Required	Elective	Result of prep prog.			On the job
		5	4	3	2	1	0			0	1	2	3
71. Conduct staff meetings.	(20)	65	35					71.4	23.8	9.5	28.6	52.4	9.5
72. Evaluate the performance of all personnel.	(24)	87.5	12.5					100			29.2	62.5	8.3
73. Maintain personnel and employment records.	(12)	41.7	25	25	8.3			61.5	30.8	7.7	46.2	46.2	
Management of Communications													
74. Conduct helping conferences with staff/faculty members.	(20)	70	30					81	14.3	9.5	38.1	47.6	4.8
75. Engage in reinforcement.	(24)	45.8	50	4.2				75	25		29.2	58.3	12.
76. Cope with and manage inappropriate behaviors.	(24)	58.3	41.7					95.8	4.2		20.8	66.7	12.
77. Seek and recognize verbal and nonverbal feedback.	(24)	33.3	37.5	29.2				58.3	41.7	4.2	16.7	79.2	
78. Establish effective working relationships with other system personnel.	(15)	53.3	40	6.7				62.5	31.3	6.3	18.8	68.8	6.3
79. Coordinate vocational instruction with the academic program.	(20)	40	40	15	5			66.7	28.6	9.5	14.3	76.2	

Competency Statements	How important is the performance of this task to the role of a vocational director?						Should the task be required or should it be elective?		How did you acquire this skill yourself?			
	Great Importance			No Importance			Required	Elective	Result of prep prog.		On the job	
	5	4	3	2	1	0			0	1	2	3
780. Work cooperatively with groups. (13)	61.5	38.5					61.5	38.5		15.4	76.9	7.7
81. Articulate curriculum with other agencies (local, community college, and university). (20)	45	20	30		5		52.4	42.9	9.5	19	71.4	
Communicate curricula with public. (21)	57.1	28.6	14.3				81	19	4.8	9.5	71.4	14.
783. Link relevant resource persons and information systems. (15)	46.7	20	33.3				43.8	50	6.3	6.3	75	12.
4. Identify the vocational education information needs of individuals and groups withing the community. (15)	33.3	46.7	20				75	18.8	6.3	31.3	56.3	6.3
Speak in support of vocational education to individuals and groups. (15)	66.7	13.3	20				56.3	37.5	6.3	25	56.3	12.
Prepare news releases, brochures, and other printed materials to support vocational education. (13)	15.4	46.2	30.8	7.7			46.2	53.8		76.9	23.1	
Disseminate vocational education information through radio, television, exhibits, and other media. (24)	37.5	41.7	16.7	4.2			70.8	29.2		33.3	58.3	8.3
Obtain advisory committee(s) assistance to facilitate school-community relations. (21)	47.6	38.1	9.5	4.8			90.5	9.5	4.8	33.3	52.4	9.5
789. Inform the community regarding provisions of laws pertaining to vocational education. (15)	33.3	53.3	13.3				56.3	37.5	6.3	37.5	43.8	12.

Competency Statements	Importance of Task How important is the performance of this task to the role of a vocational director? Great Importance				No Importance		Designation Should the task be required or should it be elective? Required	Elective	Acquisition How did you acquire this skill yourself? Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
790. Respond to both positive and negative community feedback related to the vocational education program. (13)	61.5	30.8	7.7				76.9	23.1	7.7	23.1	69.2	
791. Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program. (20)	75	15	5	5			76.2	19	9.5	42.9	47.6	
792. Prepare status reports on vocational education. (24)	37.5	45.8	16.7				62.5	33.3		45.8	54.2	
793. Articulate vocational education needs and programs with representatives of labor and other community groups. (13)	84.6	15.4					92.3	7.7		23.1	76.9	
794. Organize exchange visits between (21) students and community organizations.	9.5	23.9	42.9	14.3	4.8	4.8	28.6	71.4		19	81	
795. (21) Implement policy for internal/external communication for vocational education.	28.6	42.9	19	9.5			71.4	28.6		23.8	61.9	14.3
796. Write memos, letters, notices, etc., to transmit information about the vocational education program. (21)	28.6	38.1	28.6	4.8			66.7	33.3		14.3	71.4	14.3
797. Conduct recognition programs for school and community supporters of vocational education. (20)	45	45	5			5	47.6	47.6	9.5	23.8	66.7	

	Competency Statements		How important is the performance of this task to the role of a vocational director?						Should the task be required or should it be elective?		How did you acquire this skill yourself?			
			Great Importance				No Importance		Required	Elective	Result of prep prog.		On the jo	
			5	4	3	2	1	0			0	1	2	3
98.	Develop vocational education operating policies.	(13)	69.2	30.8					84.6	15.4	7.7	46.2	38.5	7.
	Management of Student Services													
99.	Coordinate recruitment and admissions of vocational students.	(15)	26.7	26.7	26.7	13.3	6.7		56.3	37.5	12.5	18.8	68.8	
	Provide a vocational student counseling program.	(20)	55	20	15	5	5		52.4	42.9	9.5	47.6	38.1	4.
1.	Protect the health and safety of the vocational education students and staff.	(21)	90.5		4.8	4.8			90.5	9.5		61.9	28.1	
	Maintain a system of students' records.	(19)	52.6	21.1	15.8	5.3	5.3		52.4	42.9	9.5	42.9	47.6	
	Coordinate the vocational student transportation system.	(22)	9.1	22.7	36.4	18.2	4.5	9.1	25	66.7	20.8	4.2	75	
04.	Arrange for a vocational student work experience program.	(23)	13.6	40.9	39.1	4.5	4.5		54.1	41.7	4.2	37.5	54.2	4.
5.	Supervise a system of vocational student placement and follow-up.	(13)	46.2	30.8	15.4		7.7		61.5	38.5		30.8	69.2	
806.	Promote operation of the student government.	(15)	20	13.3	40	20	6.7		25	68.8	6.3	12.5	81.3	

Competency Statements		[illegible] How important is the performance of this task to the role of a vocational director? Great Importance					No Importance	[illegible] Should the task be required or should it be elective? Required	Elective	Acquisition How did you acquire this skill yourself? Result of prep prog.			On the job
		5	4	3	2	1	0			0	1	2	3
807. Maintain s system of student rules and regulations.	(12)	33.3	50	16.7				53.8	38.5	7.7	46.2	46.2	
808. Evaluate the total student services program.	(21)	57.1	42.9					95.2	4.8		28.6	61.9	9.5
Management of Personal/Professional Development													
809. Adhere to a professional code of ethics.	(24)	79.2	12.5	8.3				91.7	8.3	4.2	45.8	45.8	4.2
810. Participate in professional organizations.	(15)	53.3	33.3	13.3				50	43.8	6.3	12.5	75	6.3
811. Prepare a long-range personal/professional development plan	(20)	60	15	20	5			81	4.3	9.5	42.9	42.9	4.
812. Implement a self-improvement plan.	(21)	52.4	28.6	19				71.4	28.6	4.8	28.6	66.7	
813. Maintain positive mental healt-.	(15)	53.3	33.3	13.3				43.8	43.8	18.8	6.3	62.5	12.
814. Apply current vocational education leadership theory and practice.	(24)	66.7	20.8	12.5				95.8	4.2	4.2	58.3	37.5	
815. Read professional literature.	(20)	45	40	15				52.4	42.9	9.5	23.8	61.9	4.8
816. Maintain a personal/professional philosophy of education.	(12)	83.3	16.7					76.9	15.4	7.7	61.5	30.8	

Competency Statements	How important is the performance of this task to the role of a vocational director? Great Importance				No Importance		Should the task be required or should it be elective? Required	Elective	How did you acquire this skill yourself? Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
Management of Physical Facilities												
517. Determine facility and equipment needs for the vocational education program. (12)	50	50					92.3		7.7	30.8	53.8	7.7
318. Provide for the security of vocational education plant, equipment, and personnel. (21)	61.9	28.6	9.5				95.2	4.8	9.5	23.8	61.9	4.8
9. Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations. (20)	80	20					95.2		9.5	38.1	47.6	4.8
20. Maintain vocational education plant and equipment in a safe, clean, operable condition. (20)	80	20					95.2		9.5	23.8	57.1	9.5
1. Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education. (15)	66.7	33.3					93.8		6.3	37.5	50	6.3
. Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education. (24)	45.8	41.7	12.5				83.3	16.7		20.8	75	4.2
23. Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction. (12)	41.7	50	8.3				[illegible]	7.7	7.7	15.4	76.9	

Competency Statements	How important is the performance of this task to the role of a vocational director?						Should the task be required or should it be elective?		How did you acquire this skill yourself?			
	Great Importance			No Importance			Required	Elective	Result of prep prog.			On the job
	5	4	3	2	1	0			0	1	2	3
24. Apply policy regulating the use of the vocational facilities. (24)	45.8	33.3	20.8				62.5	37.5		20.8	75	4.
25. Supervise food service facilities. (20)	20	5	55	10	10		47.6	47.6	19	9.5	71.4	
Management of Business and Finance												
26. Prepare an annual budget for vocational education. (24)	100						95.8	4.2		20.8	62.5	16.
27. Prepare a capital improvement budget for a vocational facility expansion or construction. (23)	82.6	8.7	8.7				83.3	12.5	4.2	25	62.5	8.3
28. Locate potential sources of funding for new and continuing vocational program operation and development. (15)	80	20					93.8		6.3	25	50	18.
29. Administer annual vocational education budget in line with approved policies and priorities. (12)	91.7	8.3					84.6	7.7	7.7	38.5	38.5	15.
30. Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services. (20)	70	30					90.5	4.8	9.5	42.9	38.1	9.
31. Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds. (20)	60	30	5	5			85.7	9.5	9.5	33.3	42.9	14.

Competency Statements	How important is the performance of this task to the role of a vocational director? Great Importance 5	4	3	2	1	No Importance 0	Should the task be required or should it be elective? Required	Elective	How did you acquire this skill yourself? 0	Result of prep prog. 1	2	On the job 3
Analyze the cost of operating a vocational instructional program. (21)	95.2	4.8					100		9.5	9.5	66.7	14.
33. Maintain insurance coverage for the vocational education program. (20)	60	20	10	10			76.2	19	9.5	28.6	57.1	4.
File reimbursement claims with the State Bureau of Vocational Education. (21)	85.7		9.5	4.8			90.5	9.5	9.5	9.5	71.4	9.
35. Prepare proposals for special federal and state vocational funding. (15)	66.7	13.3	13.3	6.7			81.3	12.5	6.3	6.3	57	12.
Present financial status reports to the vocational education governing board and/or appropriate operating committees. (13)	84.6	15.4					92.3	7.7		23.1	69.2	7.

A-4 Final List of Competencies

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Director of Vocational Education
Elective Competencies

Management of Curriculum

703 Cooperate with other educational agencies in vocational education planning and operation. (3)

706 Identify population for vocational education needs assessment. (3)

707 Determine data gathering strategies. (3)

708 Generate a needs assessment instrument. (3)

709 Train data collectors. (3)

710 Administer needs assessment instrument. (3)

725 Obtain approval for a vocational education program. (3)

730 Implement a systematic evaluation of the vocational education curricula to facilitate management decisions. (3)

Management of Instruction

734 Assist instructors to determine the needs and interests of students. (4)

736 Assist instructors to sequence performance objectives. (4)

737 Assist instructors to develop units of instruction. (4)

739 Assist instructors to write lesson plans. (4)

740 Assist instructors to select teaching/learning styles. (4)

743 Assist instructors to assess instructional materials. (4)

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744 Assist instructors to implement instructional materials modifications. (3)

747 Assist instructors to develop skills in mediated execution of instruction. (4)

750 Assist instructors to develop guidance skills. (4)

752 Assist instructors to develop skills in planning and implementing a student vocational organization. (4)

753 Assist instructors to maintain a viable professional role and to direct student teacher development. (4)

754 Assist instructors to plan a cooperative education program. (4)

755 Assist instructors to implement a cooperative education program. (4)

Management of Personnel

764 Prepare a job description for all positions. (4)

767 Maintain a personnel handbook. (4)

771 Conduct staff meetings. (4)

773 Maintain personnel and employment records. (3)

Management of Communications

777 Seek and recognize verbal and non-verbal feedback. (4)

781 Articulate curriculum with other agencies (local, community college, and university). (4)

785 Speak in support of vocational education to individuals and groups. (4)

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786 Prepare news releases, brochures, and other printed materials to support vocational education. (3)

789 Inform the community regarding provisions of laws pertaining to vocational education. (4)

790 Respond to both positive and negative community feedback related to the vocational education program. (4)

792 Prepare status reports on vocational education. (4)

794 Organize exchange visits between students and community organizations. (3)

795 Implement policy for internal/external communication for vocational education. (3)

796 Write memos, letter, notices, etc., to transmit information about the vocational education program. (4)

797 Conduct recognition program for school and community supporters of vocational education.

Management of Student Services

799 Coordinate recruitment and admissions of vocational students. (3)

800 Provide a vocational student counseling program. (3)

802 Maintain a system of students' records. (3)

803 Coordinate the vocational student transportation system. (3)

804 Arrange for a vocational student work experience program. (3)

Management of Personal/Professional Development

810 Participate in professional organizations. (5)

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813 Maintain positive mental-health. (5)

815 Read professional literature. (4)

Management of Physical Facilities

825 Supervise food service facilities. (3)

Management of Business and Finance

834 File reimbursement claims with the State Bureau of Vocational Education. (3)

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INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Director of Vocational Education
Required Competencies

Management of Curriculum

701 Develop a school philosophy for vocational education. (4)

702 Cooperate with community power structure to obtain support and approval of the vocational education program. (3)

704 Obtain input from the general advisory committee in establishing curricula for vocational education. (4)

705 State objectives of vocational education consistent with the vocational school philosophy. (4)

711 Incorporate business and industry manpower projections, student interest, census data, and other appropriate community information data in determining the vocational education programs. (3)

712 Make curricular recommendations for vocational programs. (3)

*713 Assist instructors to establish or reorganize existing craft advisory committees. (4)

*714 Assist instructors to describe occupations and validate with craft advisory committees. (4)

*715 Assist instructors to develop philosophy statements for curricula. (4)

*716 Assist instructors to develop general goals and objectives for curricula. (4)

*717 Assist instructors to obtain existing analyses or to generate occupational analyses. (4)

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*718 Assist instructors to write task statements. (4)

*719 Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees. (4)

*720 Assist instructors to develop occupational grids. (4)

*721 Assist instructors to analyze tasks. (4)

*722 Assist instructors to develop terminal performance objectives and validate with craft advisory committees. (4)

*723 Assist instructors to compile curriculum framework documents. (4)

724 Assist administration to prepare state approval applications. (4)

*726 Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula. (3)

*727 Assist instructors to provide vocational education designed to meet the needs of all persons to be served. (3)

*728 Assist instructors to assess curriculum content with former students and employer follow-up study data. (4)

*729 Implement curriculum content modifications. (4)

731 Prepare proposals for curriculum development. (3)

732 Project long-range (5-year) program needs for vocational education. (3)

Management of Instruction

*733 Evaluate process and product teaching performances. (5)

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735 Assist instructors to develop enabling performance objectives. (4)

*738 Provide appropriate vocational educational materials, instructional aids, and resource persons. (4)

*741 Assist instructors to accommodate student learning styles. (4)

*742 Assist instructors to develop learning packages. (4)

*745 Assist instructors to develop skills in individualizing the execution of instruction. (4)

*746 Assist instructors to develop skills in the execution of instruction for groups of students. (4)

*748 Assist instructors to develop skills in the evaluation of instruction. (4)

*749 Assist instructors to develop shop/classroom management skills. (4)

751 Assist instructors to develop skills in planning and implementing an effective school-community relations program. (4)

*756 Evaluate the vocational instructional program. (4)

757 Maintain an economical delivery system which achieves the stated vocational objectives. (3)

*758 Assist instructors integrate the activities of student organizations with the vocational instructional program. (4)

759 Assist instructors to provide vocational instruction to serve special needs students. (4)

760 Maintain a schedule of instruction to meet the needs of individual vocational students. (3)

*761 Comply with laws, rules, regulations, and policies relative to vocational education instruction. (4)

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Management of Personnel

762 Implement vocational education personnel policies established by the board. (4)

*763 Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel. (4)

*765 Maintain recruitment and selection procedures for vocational education faculty and other personnel. (4)

*766 Provide a program of staff development. (4)

768 Maintain a salary and fringe benefit structure. (3)

769 Maintain staff morale, an open administration, and a cooperative atmosphere. (4)

770 Delegate responsibility and authority. (4)

*772 Evaluate the performance of all personnel. (4)

Management of Communications

*774 Conduct helping conferences with staff/faculty members. (5)

775 Engage in reinforcement. (4)

776 Cope with and manage inappropriate behaviors. (4)

*778 Establish effective working relationships with other system personnel. (4)

*779 Coordinate vocational instruction with the academic program. (4)

*780 Work cooperatively with groups. (4)

782 Communicate curricula with public. (4)

*783 Link relevant resource persons and information systems. (4)

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784 Identify the vocational education information needs of individuals and groups within the community. (3)

787 Disseminate vocational education information through radio, television, exhibits and other media. (4)

*788 Obtain advisory committee(s) assistance to facilitate school-community relations. (4)

*791 Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program. (3)

793 Articulate vocational education needs and programs with representatives of labor and other community groups. (4)

798 Develop vocational education operating policies. (3)

Management of Student Services

*801 Protect the health and safety of the vocational education students and staff. (4)

805 Supervise a system of vocational student placement and follow-up. (3)

*806 Promote operation of the student government. (3)

*807 Maintain a system of student rules and regulations. (3)

808 Evaluate the total student services program. (3)

Management of Personal/Professional Development

*809 Adhere to a professional code of ethics. (5)

*811 Prepare a long-range personal/professional development plan. (4)

*812 Implement a self-improvement plan. (5)

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*814 Apply current vocational education leadership theory and practice. (4)

*816 Maintain a personal/professional philosophy of education. (4)

Management of Physical Facilities

817 Determine facility and equipment needs for the vocational education program. (3)

818 Provide for the security of vocational education plant, equipment, and personnel. (3)

819 Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations. (4)

820 Maintain vocational education plant and equipment in a safe, clean, operable condition. (4)

821 Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education. (3)

822 Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education. (3)

823 Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction. (4)

824 Apply policy regulating the use of the vocational facilities. (3)

Management of Business and Finance

826 Prepare an annual budget for vocational education. (3)

827 Prepare a capital improvement budget for a vocational facility expansion or construction. (3)

828 Locate potential sources of funding for new and continuing vocational program operation and development. (3)

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829 Administer annual vocational education budget in line with approved policies and priorities. (3)

830 Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services. (3)

831 Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds. (3)

832 Analyze the cost of operating a vocational instructional program. (3)

833 Maintain insurance coverage for the vocational education program. (3)

835 Prepare proposals for special federal and state vocational funding. (3)

836 Present financial status reports to the vocational education governing board and/or appropriate operating committees. (4)

NOTE: The starred (*) competencies indicate the supervisor required competencies.

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Appendix B

B-1 Sample Guide*

Note: Leadership guides are on file at the Center for Vocational Personnel Preparation

B-1 Sample Guide

Indiana University of Pennsylvania

Department of Vocational Education

Competency Guide Sheet

Competency: 713--Assist Instructors to Establish/Reorganize Craft Committees.

Level of Development: Independent Application (4)

Introduction:

Successful programs of vocational education accurately reflect the occupational environment of the community in which they are located. Relevant and up-to-date vocational programs/curricula do not just happen, they are the result of careful planning and consideration of the community's employment needs and the students' occupational interests.

As a vocational leader your role in guiding the committee may be critical to its successful operation. Specifically, it is the purpose of this competency to develop your skill at assisting in either establishing new craft committees or revising existing committees so that they are operated in the most efficient and useful manner possible. The intent is expressly that you are to assist rather than to assume total responsibility for the craft committee's operation.

This learning guide contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for that experience and a brief description of what the learning experience involves.

OBJECTIVES

Terminal Objective: While working in an actual leadership situation, assist instructors to establish or reorganize craft committees. Your performance will be assessed by your resource person using the "Leadership Performance Assessment Form," pages 17-19 (of this guide. See note below). (Learning Experience IV)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for assisting instructors to establish or reorganize craft committees.
   (Learning Experience I)

2. After completing the required reading, develop a plan to assist instructors to establish or reorganize craft committees.
   (Learning Experience II)

3. Given case situations of a vocational leader assisting instructors to establish or reorganize craft committees, critique the performance of that leader.
   (Learning Experience II)

PLEASE NOTE: You are to disregard the final terminal objective (Learning Experience IV) found in LT58B-1. Your final assessment, instead, will consist of the criteria at the end of this learning guide, pages 15-18.

Learning Experience I

OVERVIEW

Enabling Objective:

After completing the required reading, demonstrate knowledge of the procedures for assiting instructors to establish/reorganize craft committees.

Activity:

You will be reading the information sheet "Organizing a Local Vocational Education Advisory Council," LT58B-1, pp. 7-29.

Note: This module (information sheet) is focused on the general advisory committee. While the discussion relates to the general committee, the theory pertaining to the craft committees (i.e. the competency you will be developing) is essentially the same.

Optional Activity:

You may wish to read the supplementary references, Hamlin, Citizen Participation in Local Policy Making for Public Education, pp. 3-16; American Vocational Association, The Advisory Committee and Vocational Education, pp. 5-46; Riendeau, Advisory Committees for Occupational Education: A Guide to Organization and Operation; or The American Association of Vocational Instructional Materials (AAVIM) modules A-4 "Organize an Occupational Advisory Committee" and A-5 "Maintain an Occupational Advisory Committee."

Optional Activity:

You may wish to interview a vocational administrator to determine what procedures he/she followed in organizing a local vocational education advisory council.

Activity:

You will be demonstrating knowledge of the procedures for organizing a local advisory council by completing the "self check," LT58B-1 p. 31, and the essay questions attached to this learning experience.

Feedback:

You will be evaluating your competency by comparing your completed "Self Check" (p. 31, LT58B-1) to the "Model Answers" pp. 33-34, LT58B-1, and your completed essay questions to the model answers attached to this learning experience.

Learning Experience 1 (Cont'd.)

Activity:

The items on page 31, LT58B-1 check your comprehension of the materials in the information sheet "Organizing a Local Vocational Education Advisory Committee" (LT58B-1) pp. 7-29. Each of the questions requires a short essay type response. Please explain fully but briefly, and make sure you respond to all parts of each item, relating your responses to the theory contained in the information sheets.

Feedback:

Compare your written responses to the "Essay Questions" with the "Model Answers" given on pages 33-34. Your answers need not exactly duplicate the model responses; however, you should have covered the same major points. Be sure to make the needed corrections to your own responses.

Learning Experience II

OVERVIEW

Enabling Objective:

After completing the required reading, develop a plan to assist instructors to establish or reorganize craft committees.

Activity:

You will be reading the attached information sheet, "Developing a plan to establish craft committees," pp. 6-11 (of this guide sheet).

Activity:

You will be demonstrating your competency by developing a plan to assist instructors to establish/reorganize craft committees.

Feedback:

Your plan will be evaluated by your resource person, using the attached checklist.

For information regarding the development of a plan to assist instructors in establishing and reorganizing craft committees, read the following information sheet.

DEVELOPING A PLAN TO ORGANIZE OR ESTABLISH CRAFT COMMITTEES

Craft advisory committees play an important role in the effective operation of any vocational school. Besides being required by law, Craft Committees should be involved in a variety of logical and practical activities designed to improve the outcomes of vocational education--a well-trained, knowledgeable student prepared to make a significant contribution to society and to the economy. Some of the activities an effective craft committee might assume include program evaluation, student placement, community-relations, curriculum revision, and technical assistance.

To offer some assurance that such activities will be meaningful and valid, Craft Committees must be "well oiled," smooth, and effective cohesive units. To bring Craft Committees to this state requires a systematic approach by vocational administrative leaders. A haphazard approach to reorganize and establish Craft Committees usually contributes to a waste of valuable resources and generally offers only dissapointing results. The elements of a systematic approach are planning, implementing, and evaluating the committees.

Planning For The Craft Committee

As suggested earlier in this guide, a must for any vocational leader assisting staff to organizing Craft Committees is to search the history of the school in an effort to determine what, if any, has been done in the past concerning the Craft Committee(s) of the curriculum(s) in question. Who was serving on the committee, what do the minutes of past meetings indicate, how was it organized, were there formal organizational documents prepared, what is the disposition of suggestions offered, and how frequently did they meet are some of the questions that might be investigated.

Having researched the background of the Craft Committee, the vocational leader will organize an ad hoc committee to plan the organizational scheme. Such a planning team might be comprised of a s few as two persons--the individual shop instructor(s) and the administrative leader--or perhaps it might be expanded to include guidance and placement personnel and former craft committee members.

To put into perspective the relationship of craft advisory committees with the other functioning parts of the school, the school's organizational chart would be a useful tool. The planning team can briefly discuss the advisory committee position on the organizational structure as they establish their plans.

The planning team will (a) determine the make up of the committee (b) identify potential members (c) develop the rationale, charter, and organizational statement, (d) generate a possible program of work to present to the craft committee, (3) and develop a possible set of by-laws.

Make Up Of A Committee

While not everyone agrees on the exact make up of the committee, there seems to be common consensus that the majority of the members be incumbent workers. Beyond this, first.line supervisors, suppliers/vendors, parents, and/or former students could be included to add credibility for a well-rounded representation. Additionally, the committee should be of a size for easy management, usually 6 to 10 members with large and small as well as production and service businesses represented.

Potential Members

A list of potential members can be identified from a diversity of businesses and industries. Possible sources for members include: (1) companies who have been cooperative in the past can be contacted to suggest incumbent workers and first-line supervisors (2) the local chamber of commerce to supply the names of the business employing persons in the occupational specialty as well as an indication of their size, (3) the members of the planning team who have their own personal contacts, and (4) members of the school's general advisory council.

Organizational Documents

Seldom will the planning team develop the organizational documents--rationale, charter, and organizational procedure--from "scratch." Undoubtedly such documents exist somewhere within the school and can be simply revised to suit the needs of the committee to be reorganized or formed. The team can decide on a particular format and select a document from which their own can be modeled.

An entirely satisfactory model can be found on pages 18 through 23 of Administrator Module LT58B-1, "Organize and Work with a Local Vocational Education Advisory Committee", and pages 12 through 14 of Teacher Education Module A-4 "Organize an Occupational Advisory Committee."

Regardless of the source, such documents must be clearly written, relatively short, and easily understood to be useful. Otherwise, considerable effort and resources will be spent on documents that will simply remain in a folder and gather dust.

Program of Work

Without some initial assistance in identifying topics for a program of work, the shop instructor and/or craft committee may struggle in their attempt to grapple with, "what shall we do," thereby getting off to a poor start. A variety of topics could be generated by the planning team and prioritized according to need as well as paralleling the goals of both the school and curriculum. The criteria within several of the leadership performance assessment forms (LPAFs) suggest a substantial number topics to be included in a program of work (see for example, the LPAFs for Competencies 603, 606, 607 criterion (9), 610 and 632.)

Sample programs of work can be found on page 45 of Administrator Module LTB8B-1, and pages 12 and 22 of Teacher Education Module A-5, "Maintain an Occupational Advisory Committee."

By-Laws

By-laws are simply extensions of the charter statement. Whereas the charter may be a common document for all craft committees within the school and general in wording, the by-laws modify the charter for the specific craft committee being formed. The by-laws may be considered the "special" rules and regulations for the craft committee.

Sometimes a charter is unique for the specific craft committee and incorporates the by-laws within. Whichever is developed the language must be easily understood, the parameters of the committee defined, and member responsibilities and duties formally established.

Implementing The Plan

Having adequately planned for establishing or reorganizing craft committees, the ad hoc planning team can be dissolved. The responsibility of putting the plans into action now rests with vocational leader and the shop instructor.

The implementation scheme consists of, (1) notifying prospective members, (2) establishing an agenda for the first meeting, (3) determining a date and time for the first meeting.

Notification of Members

Once the prospective list of members has been prepared, the shop instructor and administrative leader will begin the process of contacting the planned number of members either in person or via the telephone. If a person has consented to serve, a letter of appointment is mailed to offically recognize the person as an advisory committee member. (See sample on page 27, Module LT58B-1 and page 16 of module A-4)

Agenda for First Meeting

To give the new members some idea of what will be done during the first meeting, an agenda is prepared and mailed with the letter of appointment (or separately shortly after.) (See pages 6 through 8 of module A-4, or pages 37 through 39 of module LT58B-1) The agenda must be carefully prepared to closely parallel the plans established earlier by the planning team and prepared with consideration to the second, third, and subsequent meetings; i.e., a continuing history of the school, presentation by upper administration, tour of school, and explanation of roles and plan of work.

Date and Time of First Meeting

With the thought in mind that the prospective members may be busy, several alternate dates might be chosen and presented with the letter of appointment, or agenda. The members can be subsequently contacted for the most suitable date.

Since, by its very nature, craft committees are comprised of incumbent workers, it would be difficult to meet at any time except early evening. Additionally, unless time is allotted for the instructor during the school day, it would be impossible for the committee tc meet during the day. However, it might be worth considering such an idea. Employers might be willing to release their workers for two or three hours several times per year to facilitate daytime meetings. Some schools, additionally, provide times in the school calendar for advisory committee meetings. In this way, the willingness and cooperation of the members can be increased if fewer demands are placed on their personal time. It is also possible to attract selected potential members who otherwise of necessity would decline evening meetings.

Evaluation of the Committee

The final element of the systematic approach to craft committee organization involves the evaluation of effort; in other words, is the committee meeting expectations.

Somewhere in the planning stages, provisions are made for evaluating the committee, usually stated as objectives in the charter. Two evaluation schemes are initiated by the administrative leader and shop instructor, one for use by the administrative team, the other for the individual committee members.

Effectiveness Evaluation

When the charter was prepared, the purpose and objectives of the craft committee are stated. While it is not really necessary to explicitly state the criteria to measure these goals and objectives in the charter itself, somewhere in the plan the question, "how well did we meet the objectives," should be considered. In other words, what are the specific criteria to measure each objective? To what extent was the committee successful in meeting these objectives? The vocational leader and instructor will be thus assessing the effectiveness of the craft committee from the decision making and management prospectives. In other words, how does school, (i.e., the leader and instructor) feel it has benefited from the advice and participation of the craft committee.

Will a change in the committee make-up improve the committees' effectiveness? Is the chairperson functioning as expected? Are the suggestions offered by the committee useful? Is the committee meeting regularly? Is adequate administrative support offered? Is the community cooperative? Was the plan of work realistic and useful? In addition, the plan of work will reflect these goals and objectives. How well did the plan of work address the objectives?

Committee Member Evaluation

In order to assess how the individual craft committee members felt their contribution to be, a series of directional one or two-line statements followed by a response scale could be prepared and completed annually. All possible elements should be identified ranging from preparation of the agenda to facilities, to adherence to the plan of work should be included. The instructor and vocational leader could brainstorm to determine what they would like the individual and members to reveal. Sample 1 was prepared to focus your thinking concerning those elements.

The results of the member committee instrument together with the effectiveness evaluation can then be summarized for decision making and changes.

Sample 1

Craft Advisory Committee

Member Evaluation

Our craft advisory committee has been meeting regularly for the past year and you have provided us with valuable assistance. Like anything else, however, there is always room for improvement. Therefore, we would like your responses to this brief evaluation sheet in an effort to determine your feelings and suggestions for increased committee effectiveness.

PART I -- A LOOK BACK

A. Read each statement and circle the number that most appropriately expresses your opinion regarding the item in question.

	Strongly Agree				Strongly Disagree
1. The committee meetings (in general):					
(a) were well planned	1	2	3	4	5
(b) served a useful purpose	1	2	3	4	5
(c) met a sufficient number of times per year	1	2	3	4	5
(d) were adequately attended	1	2	3	4	5
(e) were represented by the school's administration	1	2	3	4	5
(f) used agendas	1	2	3	4	5
(1) agendas were mailed in advance of the meeting					
(g) Were conducted in a businesslike, yet relaxed manner	1	2	3	4	5
(h) were held on suitable dates	1	2	3	4	5
(i) were held at suitable times	1	2	3	4	5
(j) contained sufficient interaction among members (e.g., one or two persons did not do all the talking)	1	2	3	4	5
(k) met my expectations	1	2	3	4	5
(l) were stimulating (as opposed to dull or drab)	1	2	3	4	5
(m) contained an appropriate number of activities	1	2	3	4	5
(n) provided ample opportunity to interact with others	1	2	3	4	5
2. Committee meeting materials were:					
(o) well written and prepared	1	2	3	4	5
(p) understandable	1	2	3	4	5
(q) content appropriate	1	2	3	4	5
3. Facilities/Accommodations were:					
(r) excellent	1	2	3	4	5

	Strongly Agree				Strongly Disagree
4. My personal contribution and participation was:					
(s) significant	1	2	3	4	5
(t) meaningful	1	2	3	4	5
5. The Craft Committee's Plan of Work was:					
(u) adequate	1	2	3	4	5
(v) well thought out and conceived	1	2	3	4	5
(w) overwhelming	1	2	3	4	5

B. What do you feel were the most valuable aspects of the Craft Committee and/or your personal contribution?

C. What do you feel were the least valuable aspects of the Craft Committee and/or your personal contribution?

PART II -- LOOKING AHEAD

A. How could this Craft Advisory Committee be improved?

B. What kinds of additional information or assistance can the instructor or the administration offer you?

C. General comments and recommendations:

NAME (optional) ______________________________

Activity:

You are now ready to plan, in writing, a procedure to assist instructors to establish/reorganize craft committees. Your plan should include all necessary information. Check with your resource person to see if he/she has a specific plan format for you to follow.

Feedback:

After you have developed your plan, arrange to have your Resource Person renew and evaluate your plan. Give him/her the attached checklist to use in evaluating your work.

CHECKLIST FOR PLANNING THE ORGANIZATION OF CRAFT COMMITTEES

Name ____________________

Date ____________________

Resource Person ____________________

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

IN PLANNING FOR THE CRAFT COMMITTEES, THE VOCATIONAL LEADER ASSISTED INSTRUCTORS AS THEY:

	NO	PARTIAL	YES
1. Reviewed the history of their respective craft committees.	☐	☐	☐
2. Reviewed the school's organizational structure.	☐	☐	☐
3. Formed an ad hoc planning committee.	☐	☐	☐
4. Determined the makeup of the committee.	☐	☐	☐
5. Identified potential members.	☐	☐	☐
6. Located (or developed) organizational documents such as:			
a. rationale for the committees	☐	☐	☐
b. charter	☐	☐	☐
c. organizational procedure statement	☐	☐	☐
d. by-laws	☐	☐	☐
7. The organizational documents are:			
a. relatively concise	☐	☐	☐
b. well written	☐	☐	☐
c. easily understood	☐	☐	☐
d. suitable format	☐	☐	☐
8. Developed topics to be suggested for both the long term and long range and short term plan of work.	☐	☐	☐

IN PREPARING TO IMPLEMENT THE PLANS, THE VOCATIONAL LEADER ASSISTED INSTRUCTORS AS THEY:

	NO	PARTIAL	YES
9. Prepared the letters of appointment.	☐	☐	☐
10. Developed the agenda for the initial meeting.	☐	☐	☐
11. Determined a suitable meeting date, time and place.	☐	☐	☐

IN PREPARING TO EVALUATE THE EFFECTIVENESS OF THE CRAFT COMMITTEES, THE VOCATIONAL LEADER ASSISTED INSTRUCTORS AS THEY:

12. Determined criteria to evaluate the committees. ( ) ( ) ( )

13. Considered the most effective method to collect data on these criteria. ( ) ( ) ( )

14. Prepared the individual committee member evaluation instrument. ( ) ( ) ( )

Learning Experience III

OVERVIEW

Enabling Objective:

Given a case situation of vocational leader assisting instructors to establish or reorganize craft committees, critique the performance of that leader.

Activity:

You will be reading the "Case Situation(s)" on pages 67 and 68, LT58B-1 and critiquing the performance of the vocational leaders described.

Feedback:

You will be evaluating your competency in critiquing the vocational leaders' performances by comparing your completed critiques with the Model Critiques found on pages 69 through 71 of LT58B-1.

Activity:

The "Case Situations" found on page 69, LT58B-1 describe how two vocational leaders approached their responsibilities in assisting instructors to establish or reorganize their craft committees. Read the situations described and then explain (1) the strengths of the leaders' approach, (2) the weaknesses of the leaders' approach, and (3) how the leaders' should have treated their responsibilities.

Feedback:

Compare your completed written critiques of the "Case Situations" with the "Model Critiques" given on pages 69 through 71 of LT58B-1. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points. Be sure to make the needed corrections to your critiques.

Learning Experience IV

Final Experience

Terminal Objective

While working in an actual leadership situation, assist instructors to establish or reorganize craft committees.

Activity

(NOTE: Before beginning this activity meet with your resource team--local and university leadership personnel--to determine whether the following prescription is appropriate for (your) local education agency).

As you fulfill your leadership duties, assist administration/staff to establish (or restructure) a craft advisory committee. This will include:

- determining whether craft advisory committees already exist in your school, and if so, determining their status (e.g., are they operational)
- developing a written plan outlining the organizational steps you plan to take to establish a craft committee (or reorganize an existing one)
- submitting this plan to your resource team for their views before you take any further steps
- obtaining permission from appropriate school officials to organize a vocational craft committee (if a committee already exists, determine and assess the procedures followed in organizing the committee and if necessary, reorganize the committee to correct any deficiencies)

Note: As you complete each of the above activities, document your acti[illegible] (in writing, on tape, through a log) for assessment purposes. This documentation should include:

1. Your school's organizational chart.
2. A list of other craft committees in your school, community or state.
3. A formal written statement of the rationale for the committee.
4. The memo/letter to the administration stating that the committee(s) are being formed or reorganized.
5. The Charter Statement.
6. Organizational Procedure Statement.
7. Letters of Appointment.
8. List of names of potential members.
9. Agenda for the first meeting.
10. Minutes of first (or subsequent) meeting(s).
11. Publicity announcement.
12. Pertinent letters such as notice of meetings, follow-up, thank you letters, and so forth.
13. Signed and dated LPAF.

In your school situation it may not be appropriate for you to assume major responsibility for this activity. If this is the case, obtain permission to assist others in fulfilling these tasks.

Feedback

Arrange in advance to have your resource person review your completed documentation and observe at least one instance in which you are working with staff/administration and the advisory committee. Your total competence will be assessed by your resource person using the vocational supervisory competency assessment form attached. Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in assisting administration/staff to establish a craft committee.

Competency #713
Level 4

LEADERSHIP PERFORMANCE ASSESSMENT FORM

Feedback: Rate the leader's level of performance on each of the following performance components involved in assisting instructors to establish or reorganize craft committees. Indicate the level of the leader's accomplishment by placing an X in the appropriate column under the Level of Performance heading. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE		
Criteria: In establishing craft committees or reorganizing existing committees, the supervisor assisted instructors to:	N.A.	NOT ATTAINED	ATTAINED
1. identify the chain of command in the school system or institution..........................			
2. determine the procedures to be followed when submitting a request to the board of education or trustees..................................			
3. talk with school administrators, teachers, and members of the community to discover the history and status of advisory committees in the school or institution....................			
4. determine what other educational advisory committees exist in the school, community, and state..................................			
5. inform the administrator (e.g., dean, principal, department chairperson) that organizing an advisory committee was being considered......			
6. prepare a written statement of the rationale for having the craft committee...............			
7. prepare or assist in the preparation of a written statement of purposes (charter) which meets the following criteria:			
a. the statement is clear and concise.......			
b. the statement gives the name of the committee..............................			
c. the statement includes assurances that the committee will not trespass on the board's domain..................................			
d. the statement defines the purpose and function of the committee................			

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
8. prepare or assist in the preparation of a statement of organizational procedure which meets the following criteria: a. the statement is clearly written...........			
b. the statement defines the rules under which members will be selected, the types of individuals who will be nominated, the size of the committee, and the procedure for appointing and replacing members...........			
c. the statment defines the fiscal year of the committee..................................			
d. the statment indicates how the committee will be financed.........................			
e. the statement defines how the rules of operation of the committee will be established................................			
f. the statment defines the role of the committee in making public announcements...			
g. the statment defines the responsibility of the committee in making reports to the board of education or board of trustees....			
h. the statement defines the process whereby the organizational procedures may be changed			
9. obtain permission to organize the committee: a. submitted, through proper channels, a written request to the school board........			
b. attached the statments of rationale, purposes, and organizational procedures to the request................................			
10. prepare a suggested letter of appointment and submitted it, through proper channels, to the school administration for approval............			

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
11. draft a news release and submit it, through proper channels, to the administration for approval....................................			
12. make certain that the committee members were officially notified of their appointment prior to releasing the news article..........			
In planning and conducting the initial meetings of the craft committee(s), the supervisor assisted the instructors:			
13. as they planned appropriate agendas for the initial meetings............................			
14. as they mailed invitations, agendas, and necessary information two weeks before the meetings to members, ex officio members, and guests..			
15. by serving as the temporary chairperson for the initial meetings.........................			
16. in guiding the craft committee(s) to develop and adopt a set of bylaws....................			
17. in guiding the craft committee(s) to elect the officers specified in the bylaws.........			
18. as they provided committee members with background information on vocational education and the school..............................			
19. as they assisted the committee in developing the annual program or work..................			
20. by gradually transferring leadership responsibilities to the committee members..........			
After the craft committee(s) was/were operational, the supervisor assisted the instructors:			
21. as they met with the chairperson(s) before each meeting to help plan the agenda.........			
22. by acting as school representative on the committee(s)..................................			

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
23. as they involved committee members in school activities....................................			
24. by keeping committee members informed regarding the status of their suggestions..............			

Note: This assessment form is a modification of pp. 31-32 of Organize an Occupational Advisory Committee, Module A-4, published by American Association for Vocational Instructional Materials, University of Georgia, Copyright 1978. The Center for Vocational Education, The Ohio State University/permission requested.

Evaluatee's Initials	Date	Evaluator's Initials	Date

VECS 8, 8/80, TU, (Revised 6/82)

Appendix C

C-1 Advisory Committee Members

C-2 Program Evaluation Instruments

C-3 Needs Assessment and Orientation Materials

C-4 MIS Reports: Program Report (Sample)
Personnel Report (Sample)

C-1 Advisory Committee Members

INDIANA UNIVERSITY OF PENNSYLVANIA

Leadership Advisory Committee

Directory of Members
1984

EXECUTIVE COMMITTEE

Chairperson:

Mr. William H. Clark, Jr.
Venango County AVTS
1 Voc. Tech. Drive
Oil City, PA 16301
(814) 677-3097
Membership Term expires: May 1985

Assistant Chairperson:

Dr. Cynthia A. Cronk
Special Education
Davis Hall, Room 231
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2453
Membership Term expires: May 1987

Recording Secretary

Dr. Edward K. Allen
Indiana University of Pennsylvania
Keschini House
Indiana, PA 15705
(412) 357-4434

ONE YEAR MEMBERS

Mr. Foster Hill
Vocational Education Field Services
105A West Main Street
Diamond Building
Ligonier, PA 15658
(412) 238-9526
Membership Term expires: May 1985

Dr. David H. Laird
Indiana Area School District
501 East Pike
Indiana, PA 15701
(412) 463-8713
Membership Term expires: May 1985

Dr. Kathleen M. Jones
College of Home Economics
Ackerman Hall, Room 105
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2560
Membership Term expires: May 1985

Mr. Donald B. Thomas
Greater Johnstown AVTS
445 Schoolhouse Road
Johnstown, PA 15904
(814) 266-6073
Membership Term expires: May 1985

TWO YEAR MEMBERS

Mr. H. Robert Bickerstaff
Clarion County AVTS
Box 1976
Shippenville, PA 16254
(814) 226-4391
Membership Term expires: May 1986

Ms. Jacqueline Cullen
PA Bureau of Vocational Education
Box 911, 333 Market Street
Harrisburg, PA 17108
(717) 783-8506
Membership Term expires: May 1986

Mr. George T. Dreschler
Butler County AVTS
161 New Castle Road
Butler, PA 16001
(412) 282-0735
Membership Term expires: May 1986

Mr. David B. Jameson
Indiana County AVTS
R.D. #3, Box 6A
Hamill Road
Indiana, PA 15701
(412) 349-6700
Membership Term expires: May 1986

Dr. Robert E. Millward
College of Education
Stouffer Hall, Room 104
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2481
Membership Term expires: May 1986

THREE YEAR MEMBERS

Dr. Thomas Carey
ARIN Intermediate Unit 28
Box 175
Shelocta, PA 15774
(412) 354-3141
Membership Term expires: May 1987

Mr. George L. Lange
Indiana University of Pennsylvania
Reschini House
Indiana, PA 15705
(412) 357-4434
Membership Term expires: May 1987

Dr.Thomas J. Walker
Indiana University of Pennsylvania
Reschini House
Indiana, PA 15705
(412) 357-4434
Ex-officio

Mr. Raymond B. Rogalski
Lenape AVTS
2215 Chaplin Avenue
Ford City, PA 16226
(412) 763-7116
Membership Term expires: May 1987

Mr. William R. Silkman
Indiana University of Pennsylvania
Reschini House
Indiana, PA 15705
(412) 357-4434
Ex-officio

C-2 Program Evaluation Instruments

Indiana University of Pennsylvania
Vocational Leadership Development Program

INTERN QUESTIONNAIRE

PART A

The Field-Experienced, Competency-Based Vocational Leadership Development Program at IUP is designed to operate in a specific way. The degree to which it deviates from this design can influence how well your professional needs are being served both currently and, more important, as a future vocational leader.

Would you please respond to the statements that follow in terms of how well each describes the way the Leadership Development Program is operating for you personally. As you respond to each, use the following scheme and circle the appropriate number next to the statement.

1. The Leadership Program almost always operates like this.
2. The Leadership Program often operates like this.
3. The Leadership Program operates like this at times.
4. The Leadership Program rarely operates like this.
5. The Leadership Program never operates like this.

		Almost always	Often	At times	Rarely	Never
1.	I am encouraged to conduct a careful self-evaluation for each competency using the Leadership Performance Assessment Instrument (LPAF) before submitting the completed products/processes to my resource person(s).	1	2	3	4	5
2.	I am encouraged to accept responsibility for my own learning.	1	2	3	4	5
3.	I have sufficient resources and references at my disposal to develop a specific competency.	1	2	3	4	5
4.	I am encouraged to "test out" of a particular competency without engaging in the "developmental" mode if I am able to document past experiences.	1	2	3	4	5

Intern
4/84

		Almost always	Often	At times	Rarely	Never
5.	I am encouraged to apply recently acquired theory with the development of the competencies.	1	2	3	4	5
6.	I am provided the opportunity to develop competencies with the staff at the school where employed.	1	2	3	4	5
7.	I have the opportunity to assist a minimum of two instructors outside my area of technical speciality.	1	2	3	4	5
8.	I routinely use the videotape recorder (VTR) as a self-evaluation tool.	1	2	3	4	5
9.	I routinely use the VTR to assist instructors to self-evaluate.	1	2	3	4	5
10.	I am encouraged to routinely practice learned skills	1	2	3	4	5
11.	I am provided the flexibility to develop competencies as the opportunities present themselves.	1	2	3	4	5
12.	I am free to develop as many competencies as my personal commitment of time and opportunities in school permit.	1	2	3	4	5
13.	I am provided with sufficient notice of potential leadership activities so competencies can be integrated into routine school functions.	1	2	3	4	5
14.	My competency development plan for each competency contains a brief, but detailed plan of how I will implement the competency, a careful selection of applicable criteria, and a list of key points.	1	2	3	4	5
15.	I am encouraged to establish knowledge of how and why a skill should be performed in a certain way prior to actually demonstrating the competency in a leadership role.	1	2	3	4	5
16.	I set my own learning pace.	1	2	3	4	5

Intern
4/84

		Almost always	Often	At times	Rarely	Never
17.	I am required to videotape certain leadership skills.	1	2	3	4	5
18.	I can select competencies in any order I choose.	1	2	3	4	5
19.	I must perform at the level specified on the LPAF (i.e., guided application, independent application, understanding, etc.) before the competency is considered to be completed.	1	2	3	4	5
20.	I periodically meet with other interns as a group to discuss my leadership roles, concerns of competency development, professional needs, presentation by outside experts, and the like.	1	2	3	4	5
21.	I discuss the theory relative to each competency with my resource person(s) prior to actually developing the competency.	1	2	3	4	5
22.	At the beginning of each semester my SLRP and I independently conduct a needs assessment.	1	2	3	4	5
23.	I consider my Field Resource Person (FRP) to be a helper and place trust in that relationship.	1	2	3	4	5
24.	I am provided with continuous feedback from my FRP as I develop competencies.	1	2	3	4	5
25.	I have a conference with an FRP at least once every other week lasting a minimum of one hour.	1	2	3	4	5
26.	I can expect a visit from an FRP on a specific agreed-upon day.	1	2	3	4	5
27.	My recycled competencies are discussed with my resource person(s) before additional development is undertaken.	1	2	3	4	5

Intern
4/84

		Almost always	Often	At times	Rarely	Never
28.	Based upon a formal needs assessment, I and my School Leadership Resource Person (SLRP) cooperatively prepare a listing of the competencies to be developed for the semester (i.e., a "contract").	1	2	3	4	5
29.	I am quizzed on related theory by my SLRP and/or FRP to determine whether a knowledge base has been established for the performance of a leadership competency.	1	2	3	4	5
30.	I have a conference with my SLRP at least one hour per week.	1	2	3	4	5
31.	My cometency products/processes are carefully assessed, using the LPAF, by my SLRP prior to submission to the FRP.	1	2	3	4	5
32.	I am provided with continuous feedback from by SLRP as I develop competencies.	1	2	3	4	5
33.	I and my SLRP cooperatively prepare a competency development plan for each competency on the "contract."	1	2	3	4	5

Intern
4/84

PART B

Rate the following in terms of the degree to which each is personal problem to you in performing your role in the Leadership Program. As you rate, please use the following scheme:

1. No problem.
2. A slight problem.
3. Somewhat of a problem.
4. A great problem.
5. A very great problem.
6. I'm not involved with this aspect of the program.

	No problem	A slight problem	Somewhat of a problem	A great problem	A very great problem	Not involved
1. Availability of learning materials (i.e., leadership modules, competency guide sheets).	1	2	3	4	5	6
2. Availability of videotape equipment.	1	2	3	4	5	6
3. The availability of the resource materials cited in the modules and guides.	1	2	3	4	5	6
4. The quality of the learning materials in the leadership program (i.e., modules, competency guide sheets).	1	2	3	4	5	6
5. The quality of learning experiences and self-check activities utilized in the modules and competency guide sheets.	1	2	3	4	5	6
6. The helping conference with my SLRP.	1	2	3	4	5	6
7. Travel to meet with other leadership interns as a small group.	1	2	3	4	5	6
8. Acting advisor to instructors.	1	2	3	4	5	6
9. Acting as helping advisor to persons who are not enrolled in IUP's degree/certification programs.	1	2	3	4	5	6

Intern
4/84

	No problem	A slight problem	Somewhat of a problem	A great problem	A very great problem	Not involved
10. Finding enough time to function in my role in the leadership development program.	1	2	3	4	5	6
11. School Leadership Resource Person.	1	2	3	4	5	6
12. Field Resource Person.	1	2	3	4	5	6
13. Senior Teacher Educator.	1	2	3	4	5	6
14. The requirement to recycle through a competency if it is unsatisfactory due to inappropriate/inadequate documentation and/or low level of development.	1	2	3	4	5	6
15. The requirement to develop three competencies for each credit hour registered.	1	2	3	4	5	6
16. The quality of assistance offered to the administration and/or staff by me.	1	2	3	4	5	6
17. The receptivity and willingness of the administration and/or staff to accept the help I offer to them.	1	2	3	4	5	6

Intern
4/84

PART C

Rate the following in terms of the degree to which you personnaly value each. As you rate, please use the following scheme:

1. Extreme value.
2. Considerable value.
3. Some value.
4. Slight value.
5. Absolutely no value.
6. No opinion since I am not personally involved with this.

		Extreme value	Considerable value	Some value	Slight value	Absolutely no value	No opinion
1.	The competency guide sheets.	1	2	3	4	5	6
2.	The modules.	1	2	3	4	5	6
3.	Having School Leadership Resource persons as helpers.	1	2	3	4	5	6
4.	Having Field Resource Persons as helpers.	1	2	3	4	5	6
5.	Having a Council of Educators to help evaluate my progress.	1	2	3	4	5	6
6.	Using video-feedback for my self-evaluation.	1	2	3	4	5	6
7.	The helping conference with resource persons as an effective way to help me move toward leadership competence.	1	2	3	4	5	6
8.	Allowing me to develop competencies in an order of personal value.	1	2	3	4	5	6
9.	Allowing me to attempt to "test out" of performance.	1	2	3	4	5	6
10.	Allowing me to set my own learning pace.	1	2	3	4	5	6

Intern
4/84

	Extreme value	Considerable value	Some value	Slight value	Absolutely no value	No opinion
11. Periodically providing me the opportunity to meet with other leadership interns as a small group to practice leadership skills and interact with each other.	1	2	3	4	5	6
12. My meetings/conferences with the Senior Teacher Educator.	1	2	3	4	5	6
13. My meetings/conferences with the Field Resource Person.	1	2	3	4	5	6
14. My meetings with my SLRP.	1	2	3	4	5	6
15. Having the Field Resource Person assess my competencies in addition to the School Leadership Resource Person and/or the Senior Teacher Educator.	1	2	3	4	5	6
16. The pre-assessment conducted at the very beginning of my program, as well as each semester.	1	2	3	4	5	6
17. The oral debriefing process on theory between the Field Resource Person and me.	1	2	3	4	5	6

Intern
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PART D

Please respond to each competency in terms of (a) whether you completed it and (b) if completed, how much each competency has contributed to your vocational leadership success.

A. If you have the competency signed off, please check the box next to the title.

B. For each checked competency above, please circle a number that best describes your feeling using the following scheme:

1. Absolutely essential to my success as a vocational leader.
2. Contributed greatly to my success as a vocational leader.
3. Contributed somewhat to my success as a vocational leader.
4. Contributed very little to my success as a vocational leader.
5. Absolutely no contribution to my success as a vocational leader.

			Absolutely essential	Contributed greatly	Contributed somewhat	Contributed very little	Absolutely no contribution
☐	701	Develop a school philosophy for vocational education. (4)	1	2	3	4	5
☐	702	Cooperate with community power structure to obtain support and approval of the vocational education program. (3)	1	2	3	4	5
☐	704	Obtain input from the general advisory committee in establishing curricula for vocational education. (4)	1	2	3	4	5
☐	705	State objectives of vocational education consistent with the vocational school philosophy. (4)	1	2	3	4	5
☐	711	Incorporate business and industry manpower projections, student interest, census data, and other appropriate community information data in determining the vocational education programs. (3)	1	2	3	4	5

Director Intern
4/84

			Absolutely essential	Contributed greatly	Contributed somewhat	Contributed very little	Absolutely no contribution
☐	712	Make curricular recommendations for vocational programs. (3)	1	2	3	4	5
☐	713	Assist instructors to establish or reorganize existing craft advisory committees. (4)	1	2	3	4	5
☐	714	Assist instructors to describe occupations and validate with craft advisory committees. (4)	1	2	3	4	5
☐	715	Assist instructors to develop philosophy statements for curricula. (4)	1	2	3	4	5
☐	716	Assist instructors to develop general goals and objectives for curricula. (4)	1	2	3	4	5
☐	717	Assist instructors to obtain existing analyses or to generate occupational analyses. (4)	1	2	3	4	5
☐	718	Assist instructors to write task statements. (4)	1	2	3	4	5
☐	719	Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees. (4)	1	2	3	4	5
☐	720	Assist instructors to develop occupational grids. (4)	1	2	3	4	5
☐	721	Assist instructors to analyze tasks. (4)	1	2	3	4	5
☐	722	Assist instructors to develop terminal performance objectives and validate with craft advisory committees. (4)	1	2	3	4	5
☐	723	Assist instructors to compile curriculum framework documents. (4)	1	2	3	4	5
☐	724	Assist administration to prepare state approval applications. (4)	1	2	3	4	5

Director Intern
4/84

			1 Absolutely essential	2 Contributed greatly	3 Contributed somewhat	4 Contributed very little	5 Absolutely no contributio
☐	726	Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula. (3)	1	2	3	4	5
☐	727	Assist instructors to provide vocational education designed to meet the needs of all persons to be served. (3)	1	2	3	4	5
☐	728	Assist instructors to assess curriculum content with former students and employer follow-up study data. (4)	1	2	3	4	5
☐	729	Implement curriculum content modifications. (4)	1	2	3	4	5
☐	731	Prepare proposals for curriculum development. (3)	1	2	3	4	5
☐	732	Project long-range (5-year) program needs for vocational education. (3)	1	2	3	4	5
☐	733	Evaluate process and product teaching performances. (5)	1	2	3	4	5
☐	735	Assist instructors to develop enabling performance objectives. (4)	1	2	3	4	5
☐	738	Provide appropriate vocational educational materials, instructional aids, and resource persons. (4)	1	2	3	4	5
☐	741	Assist instructors to accommodate student learning styles. (4)	1	2	3	4	5
☐	742	Assist instructors to develop learning packages. (4)	1	2	3	4	5
☐	745	Assist instructors to develop skills in individualizing the execution of instruction. (4)	1	2	3	4	5

Director Intern
4/84

			Absolutely essential	Contributed greatly	Contributed somewhat	Contributed very little	Absolutely no contribution
☐	746	Assist instructors to develop skills in the execution of instruction for groups of students. (4)	1	2	3	4	5
☐	748	Assist instructors to develop skills in the evaluation of instruction. (4)	1	2	3	4	5
☐	749	Assist instructors to develop shop/classroom management skills. (4)	1	2	3	4	5
☐	751	Assist instructors to develop skills in planning and implementing an effective school-community relations program. (4)	1	2	3	4	5
☐	756	Evaluate the vocational instructional program. (4)	1	2	3	4	5
☐	757	Maintain an economical delivery system which achieves the stated vocational objectives. (3)	1	2	3	4	5
☐	758	Assist instructors integrate the activities of student organizations with the vocational instructional program. (4)	1	2	3	4	5
☐	759	Assist instructors to provide vocational instruction to serve special needs students. (4)	1	2	3	4	5
☐	760	Maintain a schedule of instruction to meet the needs of individual vocational students. (3)	1	2	3	4	5
☐	761	Comply with laws, rules, regulations, and policies relative to vocational education instruction. (4)	1	2	3	4	5
☐	762	Implement vocational education personnel policies established by the board. (4)	1	2	3	4	5

Director Intern
4/84

			Absolutely essential	Contributed greatly	Contributed somewhat	Contributed very little	Absolutely no contribution
☐	763	Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel. (4)	1	2	3	4	5
☐	765	Maintain recruitment and selection procedures for vocational education faculty and other personnel. (4)	1	2	3	4	5
☐	766	Provide a program of staff development. (4)	1	2	3	4	5
☐	768	Maintain a salary and fringe benefit structure. (3)	1	2	3	4	5
☐	769	Maintain staff morale, an open administration, and a cooperative atmosphere. (4)	1	2	3	4	5
☐	770	Delegate responsibility and authority. (4)	1	2	3	4	5
☐	772	Evaluate the performance of all personnel. (4) members. (5)	1	2	3	4	5
☐	774	Conduct helping conferences with staff/faculty members. (5)	1	2	3	4	5
☐	775	Engage in reinforcement. (4)	1	2	3	4	5
☐	776	Cope with and manage inappropriate behaviors. (4)	1	2	3	4	5
☐	778	Establish effective working relationships with other system personnel. (4)	1	2	3	4	5
☐	779	Coordinate vocational instruction with the academic program. (4)	1	2	3	4	5
☐	780	Work cooperatively with groups. (4)	1	2	3	4	5
☐	782	Communicate curricula with public. (4)	1	2	3	4	5
☐	783	Link relevant resource persons and information systems. (4)	1	2	3	4	5

Director Intern
4/84

			Absolutely essential	Contributed greatly	Contributed somewhat	Contributed very little	Absolutely no contribution
☐	784	Identify the vocational education information needs of individuals and groups within the community. (3)	1	2	3	4	5
☐	787	Disseminate vocational education information through radio, television, exhibits and other media. (4)	1	2	3	4	5
☐	788	Obtain advisory committee(s) assistance to facilitate school-community relations. (4)	1	2	3	4	5
☐	791	Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program. (3)	1	2	3	4	5
☐	793	Articulate vocational education needs and programs with representatives of labor and other community groups. (4)	1	2	3	4	5
☐	798	Develop vocational education operating policies. (3)	1	2	3	4	5
☐	801	Protect the health and safety of the vocational education students and staff. (4)	1	2	3	4	5
☐	805	Supervise a system of vocational student placement and follow-up. (3)	1	2	3	4	5
☐	806	Promote operation of the student government. (3)	1	2	3	4	5
☐	807	Maintain a system of student rules and regulations. (3)	1	2	3	4	5
☐	808	Evaluate the total student services program. (3)	1	2	3	4	5
☐	809	Adhere to a professional code of ethics. (5)	1	2	3	4	5

Director Intern
4/84

			1 Absolutely essential	2 Contributed greatly	3 Contributed somewhat	4 Contributed very little	5 Absolutely no contributi
☐	811	Prepare a long-range personal/professional development plan. (4)	1	2	3	4	5
☐	812	Implement a self-improvement plan. (5)	1	2	3	4	5
☐	814	Apply current vocational education leadership theory and practice. (4)	1	2	3	4	5
☐	816	Maintain a personal/professional philosophy of education. (4)	1	2	3	4	5
☐	817	Determine facility and equipment needs for the vocational education program. (3)	1	2	3	4	5
☐	818	Provide for the security of vocational education plant, equipment, and personnel. (3)	1	2	3	4	5
☐	819	Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations. (4)	1	2	3	4	5
☐	820	Maintain vocational education plant and equipment in a safe, clean, operable condition. (4)	1	2	3	4	5
☐	821	Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education. (3)	1	2	3	4	5
☐	822	Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education. (3)	1	2	3	4	5
☐	823	Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction. (4)	1	2	3	4	5
☐	824	Apply policy regulating the use of the vocational facilities. (3)	1	2	3	4	5

Director Intern
4/84

			Absolutely essential	Contributed greatly	Contributed somewhat	Contributed very little	Absolutely no contributio
☐	826	Prepare an annual budget for vocational education. (3)	1	2	3	4	5
☐	827	Prepare a capital improvement budget for a vocational facility expansion or construction. (3)	1	2	3	4	5
☐	828	Locate potential sources of funding for new and continuing vocational program operation and development. (3)	1	2	3	4	5
☐	829	Administer annual vocational education budget in line with approved policies and priorities. (3)	1	2	3	4	5
☐	830	Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services. (3)	1	2	3	4	5
☐	831	Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds. (3)	1	2	3	4	5
☐	832	Analyze the cost of operating a vocational instructional program. (3)	1	2	3	4	5
☐	833	Maintain insurance coverage for the vocational education program. (3)	1	2	3	4	5
☐	835	Prepare proposals for special federal and state vocational funding. (3)	1	2	3	4	5
☐	836	Present financial status reports to the vocational education governing board and/or appropriate operating committees. (4)	1	2	3	4	5

(Please turn over)

Director Intern
4/84

Finally, in your opinion, to what degree has the Leadership Development Program been successful in helping you move toward becoming a competent vocational leader. Circle the number next to the statement which most accurately expresses your opinion.

1. Extremely successful
2. Considerably successful
3. Somewhat successful
4. Slightly successful
5. Totally unsuccessful

Comments: ____

____

____

Name (optional): ______________

Leadership Evaluation
Director Intern
4/84

Indiana University of Pennsylvania
Vocational Leadership Development Program

INSTRUCTOR QUESTIONNAIRE

PART A

Since you are being served by an individual enrolled in IUP's Vocational Leadership Development Program, we need your assistance in evaluating the program. Listed below are a number of statements pertaining to vocational curriculum and instruction. Read each statement and respond by circling the number best describing your opinion. As you respond, please use the following rating scheme:

After working with IUP's leadership intern:

1. My ability to perform is extremely improved
2. My ability to perform is greatly improved
3. My ability to perform is slightly improved
4. My ability to perform is marginally improved
5. My ability to perform has not changed

My Ability To:	Extremely improved	Greatly improved	Slightly improved	Marginally improved	Has not changed
1. Establish/reorganize craft committees.	1	2	3	4	5
2. Describe my program occupation and validate the description with my craft committee.	1	2	3	4	5
3. Develop a philosphy for my curriculum (shop/class)	1	2	3	4	5
4. Develop general goals and objectives for my curriculum (shop/class).	1	2	3	4	5
5. Generate or obtain an existing occupational analysis (list of tasks).	1	2	3	4	5
6. Write task statements.	1	2	3	4	5

Instructor
4/84

	Extremely improved	Greatly improved	Slightly improved	Marginally improved	Has not changed
7. Select occupational tasks appropriate for instruction and validate the tasks with my craft committee.	1	2	3	4	5
8. Develop occupational grids.	1	2	3	4	5
My Ability To:					
9. Analyze tasks (theory, attitudes, and skills).	1	2	3	4	5
10. Develop terminal performance objectives and validate the objectives with my craft committee.	1	2	3	4	5
11. Compile a curriculum framework document (similar to a course of study).	1	2	3	4	5
12. Comply with state and federal laws and regulations pertaining to my curriculum (shop/class).	1	2	3	4	5
13. Provide vocational education for individuals in my community other than secondary students (unemployed persons, displaced homemakers, personalized training for industry, apprentices, upgrading, minorities, etc.).	1	2	3	4	5
14. Evaluate my shop with former students and employer follow-up.	1	2	3	4	5
15. Accommodate student learning styles.	1	2	3	4	5
16. Develop learning packages (modules, guides, etc.).	1	2	3	4	5
17. Develop my skills in planning instruction.	1	2	3	4	5
18. Develop my skills in individualizing the delivery of instruction.	1	2	3	4	5
19. Develop my skills in the delivery of instruction for my class as a whole.	1	2	3	4	5

Instructor
4/84

	Extremely improved	Greatly improved	Slightly improved	Marginally improved	Has not changed
20. Develop my skills in the evaluation of instruction (my teaching ability).	1	2	3	4	5
21. Develop my shop and/or classroom management skills.	1	2	3	4	5
22. Integrate a vocational student organization with my shop/class activities.	1	2	3	4	5
23. Prepare a personal/professional development plan.	1	2	3	4	5
My Ability To:					
24. Identify and use relevant resource persons (local, state, national, industry, education) and resource systems (VEIN, ERIC, OSU, PDC, etc.).	1	2	3	4	5
25. Develop a personal philosophy of education.	1	2	3	4	5
26. Develop a philosophy of instruction.	1	2	3	4	5

Instructor
4/84

PART B

Please respond to the following statements in terms of your professional relationship with the Leadership Intern. If the Leadership Intern is offering help with your curriculum (shop/course content), rather than instruction (your teaching skills), omit items 7 through 10, and 12 through 23. As you respond, please circle the number that best reflects your opinion according to the following scheme:

1. The assistance I receive almost always reflects this
2. The assistance I receive usually reflects this
3. The assistance I receive at times reflects this
4. The assistance I receive seldom reflects this
5. The assistance I receive never reflects this

During the Planning Conference, the Leadership Intern:	Almost always	Usually	At times	Seldom	Never
1. Schedules a mutually convenient time and place.	1	2	3	4	5
2. Identifies my objective(s).	1	2	3	4	5
3. Provides a comfortable setting.	1	2	3	4	5
4. Has all the necessary materials ready for use (critique forms, aids, recordings, samples, etc.).	1	2	3	4	5
5. Identifies my expectations of students.	1	2	3	4	5
6. Identifies my concerns.	1	2	3	4	5
7. Assists me in choosing specific techniques for particular lessons.	1	2	3	4	5
8. Helps me identify the teaching behaviors expected.	1	2	3	4	5
9. Suggests observational techniques he/she could use while visiting my class/shop.	1	2	3	4	5

Instructor
4/84

	Almost always	Usually	At times	Seldom	Never
10. Assists me in selecting a lesson suitable for a teaching technique I would like to perform with my class/shop.	1	2	3	4	5
11. Assists me in setting self-improvement goals.	1	2	3	4	5
During the Observation of My Instruction the Leadership Intern:					
12. Meets with me prior to visiting my shop/classroom to arrange for a videotape recording of my teaching for later discussion.	1	2	3	4	5
13. Records previously agreed upon observational/discussion data in a systematic way.	1	2	3	4	5
14. Makes video and/or audio recordings to back up his/her personal observations.	1	2	3	4	5
15. Remains in classroom/shop for the complete activity.	1	2	3	4	5
16. Does not interfere with the lesson.	1	2	3	4	5
17. Uses objective and valid assessment criteria (e.g., Teacher Performance Assessment Forms -- TPAFs) rather than "off the top of the head," incidental criteria.	1	2	3	4	5
18. Observes/analyzes only the agreed-upon behaviors identified during the planning conference.	1	2	3	4	5
During the Conference Following the Observation, the Leadership Intern:					
19. Communicates to me the purpose of the conference	1	2	3	4	5
20. Reports on actions he/she promised in previous conference(s).	1	2	3	4	5

Instructor
4/84

		Almost always	Usually	At times	Seldom	Never
21.	Relates the objectives of the Feedback Conference to previous conferences or experiences.	1	2	3	4	5
22.	States his/her feelings on my teaching performance in an objective manner.	1	2	3	4	5
23.	Meets with me shortly after the classroom/shop observation and/or videotaping.	1	2	3	4	5
24.	Relates my perceptions of my own teaching behavior to the observational data collected.	1	2	3	4	5
25.	Offers me direct advice.	1	2	3	4	5
26.	Offers me his/her opinion.	1	2	3	4	5
27.	Encourages my inferences and opinions.	1	2	3	4	5
28.	Appears receptive to my ideas and opinions.	1	2	3	4	5
29.	Asks me questions for clarification.	1	2	3	4	5
30.	Encourages alternative techniques.	1	2	3	4	5
31.	Accommodates my priorities.	1	2	3	4	5
32.	Listens more than he/she talks.	1	2	3	4	5
33.	Acknowledges my comments.	1	2	3	4	5
34.	Offers me praise and encouragement.	1	2	3	4	5
35.	Recommends resources for additional information.	1	2	3	4	5
36.	Suggests self-evaluation techniques.	1	2	3	4	5
37.	Encourages me to use audio-video recordings of my teaching for self-evaluation.	1	2	3	4	5

Instructor
4/84

		Almost always	Usually	At times	Seldom	Never
38.	Offers criticism in a constructive manner.	1	2	3	4	5
39.	Suggests new ideas without dominating the conference.	1	2	3	4	5
40.	Follows a logical sequence of topics in the conference.	1	2	3	4	5
41.	Wastes little time on extraneous, "busy" talk.	1	2	3	4	5
42.	Involves me in summarizing the conference.	1	2	3	4	5
43.	Offers me the opportunity to determine and express future objectives and steps to be taken.	1	2	3	4	5
44.	Provides me with a written record of goals set and accomplishments reached during conferences.	1	2	3	4	5

Generally, the Leadership Intern:

45.	Meets with me on a regular basis.	1	2	3	4	5
46.	Appears empathetic (mentally putting him/herself in my place) rather than sympathetic.	1	2	3	4	5
47.	Appears willing to devote time and energy to help me.	1	2	3	4	5
48.	Offers me valuable and useful assistance.	1	2	3	4	5

(Please turn over)

Instructor
4/84

[illegible]. Finally, what is your overall opinion of the assistance given you by IUP's Leadership Intern. Circle the number next to the statement which most accurately expresses your opinion.

1. Extremely valuable and helpful
2. Considerably valuable and helpful
3. Somewhat valuable and helpful
4. Slightly valuable and helpful
5. Of no value and help whatever

Comments: ____

____

____

____

____

Name (Optional) ____________________

Leadership Evalution
Instructor
4/84

Indiana University of Pennsylvania
Vocational Leadership Development Program

STAFF QUESTIONNAIRE

PART A

Please place a check ( ) before the title you hold within the Vocational Leadership Development Program.

_____ Senior Teacher Educator _____ Field Resource Person
_____ School Leadership Resource Person

PART B

Since you are actively involved with one or more interns being served by IUP's Vocational Leadership Development Program, your evaluation of the program is needed. Listed below are a number of statements relating to the way the Leadership Program operates. Read each statement and then determine the degree to which the statement describes the program as it applies to the interns with whom you are actively involved. Use the following scheme and circle an appropriate number next to the statement:

1. The Leadership Program almost always operates like this.
2. The Leadership Program often operates like this.
3. The Leadership Program operates like this at times.
4. The Leadership Program rarely operates like this.
5. The Leadership Program never operates like this.

	Almost always	Often	At times	Rarely	Never
1. Interns are encouraged to conduct a careful self-evaluation for each competency using the Leadership Performance Assessment Form(LPAF) before submitting the completed products/processes to resource persons.	1	2	3	4	5
2. Interns are encouraged to accept responsibility for their own learning.	1	2	3	4	5
3. Interns have sufficient resources and references at their disposal to develop a specific competency.	1	2	3	4	5

Staff
4/84

	Almost always	Often	At times	Rarely	Never
4. Interns are encouraged to "test out" of a particular competency without engaging in the "developmental" mode if they are able to document past experience.	1	2	3	4	5
5. Interns are encouraged to apply recently acquired theory with the development of the competencies.	1	2	3	4	5
6. Interns are provided the opportunity to develop competencies with the staff at the school where employed.	1	2	3	4	5
7. Interns have the opportunity to assist a minimum of two instructors outside the interns' area of technical speciality.	1	2	3	4	5
8. Interns routinely use the video tape recorder (VTR) as a self-evaluation tool.	1	2	3	4	5
9. Interns routinely use the VTR to assist instructors to self-evaluate.	1	2	3	4	5
10. Interns are encouraged to routinely practice learned skills.	1	2	3	4	5
11. Interns are provided the flexibility to develop competencies as the opportunities present themselves.	1	2	3	4	5
12. Interns are free to develop as many competencies as their personal commitment of time and opportunities in school permit.	1	2	3	4	5
13. Interns are provided with sufficient notice of potential leadership activities so competencies can be integrated into routine school functions.	1	2	3	4	5
14. Interns' competency development plans for each competency contain a brief, but detailed plan of how interns will implement the competency, a careful selection of applicable criteria, and a list of key points.	1	2	3	4	5

Staff
4/84

	Almost always	Often	At times	Rarely	Never
15. Interns are encouraged to establish knowledge of how and why a skill should be performed in a certain way prior to actually demonstrating the competency in a leadership role.	1	2	3	4	5
16. Interns set their own learning pace.	1	2	3	4	5
17. Interns are required to videotape certain leadership skills.	1	2	3	4	5
18. Interns can select competencies in any order they choose.	1	2	3	4	5
19. Interns must perform at the level specified on the LPAF (i.e., guided application, independent application, understanding, etc.) before the competency is considered to be completed.	1	2	3	4	5
20. Interns periodically meet as a group to discuss their leadership roles, concerns of competency development, professional needs, presentation by outside experts, and the like.	1	2	3	4	5
21. Interns discuss theory relative to each competency with me prior to actually developing the competency.	1	2	3	4	5
22. At the beginning of each semester, I and the intern(s) independently conduct a needs assessment.	1	2	3	4	5
23. Interns consider the Field Resource Person (FRP) to be a helper and place trust in that relationship.	1	2	3	4	5
24. Interns are provided with continuous feedback from the FRP as they develop competencies.	1	2	3	4	5
25. Interns have a conference with an FRP at least once every other week lasting a minimum of one hour.	1	2	3	4	5
26. Interns can expect a visit from an FRP on a specific agreed-upon day.	1	2	3	4	5

Staff
4/84

		Almost always	Often	At times	Rarely	Never
27.	Interns' recycled competencies are discussed with their resource person(s) before additional development is undertaken.	1	2	3	4	5
28.	Based upon a formal needs assessment, interns and School Leadership Resource Persons (SLRP) cooperatively prepare a listing of the competencies to be developed for the semester (i.e., a "contract").	1	2	3	4	5
29.	Interns are quizzed on related theory by the SLRP and/or FRP to determine whether a knowledge base has been established for the performance of a leadership competency.	1	2	3	4	5
30.	Interns have a conference with the SLRP at least one hour per week.	1	2	3	4	5
31.	Interns' competency products/processes are carefully assessed, using the LPAF, by the SLRP prior to submission to the FRP.	1	2	3	4	5
32.	Interns are provided with continuous feedback from the SLRP as they develop competencies.	1	2	3	4	5
33.	Interns and SLRP cooperatively prepare a competency development plan for each competency on the "contract."	1	2	3	4	5

Staff
4/84

PART C

Rate the following in terms of the degree to which each is a personal problem to you in performing your role in the Leadership Program. As you rate, please use the following scheme:

1. No problem
2. A slight problem
3. Somewhat of a problem
4. A great problem
5. A very great problem
6. I'm not involved with this aspect of the program

		No problem	A slight problem	Somewhat of a problem	A great problem	A very great problem	Not involved
1.	Availability of learning materials (i.e., leadership modules, competency guide sheets).	1	2	3	4	5	6
2.	Availability of videotape equipment.	1	2	3	4	5	6
3.	The availability of the resourc materials cited in the learning modules and guides.	1	2	3	4	5	6
4.	The quality of the learning materials in the leadership program (i.e., modules, competency guide sheets).	1	2	3	4	5	6
5.	The quality of the learning experiences and self-check activities utilized in the modules and competency guide sheets.	1	2	3	4	5	6
6.	The helping conference with interns.	1	2	3	4	5	6
7.	Grading interns.	1	2	3	4	5	6
8.	Registering interns.	1	2	3	4	5	6
9.	Travel to serve interns.	1	2	3	4	5	6
10.	Acting as advisor to interns.	1	2	3	4	5	6
11.	Acting as helping advisor to persons who are not interns.	1	2	3	4	5	6

Staff
4/84

	1 No problem	2 A slight problem	3 Somewhat of a problem	4 A great problem	5 A very great problem	6 Not involved
12. Finding enough time to function in my role in the leadership development program.	1	2	3	4	5	6
13. My own training program designed to help me function in the leadership development program.	1	2	3	4	5	6
14. The compensation (salary, extrinsic award) that I receive for the work I do in the leadership development program.	1	2	3	4	5	6
15. School Leadership Resource Persons.	1	2	3	4	5	6
16. Field Resource Persons.	1	2	3	4	5	6
17. Senior Teacher Educators.	1	2	3	4	5	6
18. Managing student records.	1	2	3	4	5	6
19. Requiring interns to recycle through a compentency if it is unsatisfactory due to inappropriate/inadequate documentation and/or low level of development.	1	2	3	4	5	6
20. The requirement for interns to develop three competencies for each credit hour registered.	1	2	3	4	5	6
21. The quality of assistance offered to the administration and/or staff by the intern.	1	2	3	4	5	6
22. The receptivity and willingness of the administration and/or staff to accept the help offered by the intern.	1	2	3	4	5	6

Staff
4/84

PART D

Rate the following in terms of the degree to which you personally value each. As you rate, please use the following scheme:

1. Extreme value.
2. Considerable value.
3. Some value.
4. Slight value.
5. Absolutely no value.
6. No opinion since I am not personally involved with this.

	Extreme value	Considerable value	Some value	Slight value	Absolutely no value	No opinion
1. The competency guide sheets.	1	2	3	4	5	6
2. The modules.	1	2	3	4	5	6
3. Having School Leadership Resource Persons as helpers to interns.	1	2	3	4	5	6
4. Having Field Resource Persons as helpers to interns.	1	2	3	4	5	6
5. Having a Council of Educators to help evaluate an intern's progress.	1	2	3	4	5	6
6. Using video-feedback for intern self-evaluation.	1	2	3	4	5	6
7. Using video-feedback for resource person evaluation.	1	2	3	4	5	6
8. The helping conference as an effective way to help intern supervisors move toward leadership competence.	1	2	3	4	5	6
9. Allowing interns to develop competencies in an order of personal value.	1	2	3	4	5	6
10. Allowing interns to attempt to "test out" of performance.	1	2	3	4	5	6
11. Allowing interns to set their own learning pace.	1	2	3	4	5	6

Staff
4/84

	Extreme value	Considerable value	Some value	Slight value	Absolutely no value	No opinion
12. Periodically providing interns to meet as a small group to practice leadership skills and interact with each other.	1	2	3	4	5	6
13. Having a computerized management information system to manage student records.	1	2	3	4	5	6
14. Having a planned program of staff development for resource persons.	1	2	3	4	5	6
15. Your meetings/conferences with the Field Resource Person.	1	2	3	4	5	6
16. Your meetings/conferences with the Senior Teacher Educator.	1	2	3	4	5	6
17. Your meetings with the interns.	1	2	3	4	5	6
18. Having the Field Resource Person assess the interns' competencies in addition to the School Leadership Resource Person and/or the Senior Teacher Educator.	1	2	3	4	5	6
19. The pre-assessment conducted at the very beginning of an intern's program, as well as each semester.	1	2	3	4	5	6
20. The oral debriefing process on theory between the Field Resource Person and the interns.	1	2	3	4	5	6

Staff
4/84

PART E

Please respond to each competency in terms of the extent you feel they contribute to the success of Vocational Directors. As you respond, please use the following scheme:

1. Absolutely essential for successful administration
2. Contributes greatly for successful administration
3. Contributes somewhat for successful administration
4. Contributes very little for successful administration
5. Absolutely no contribution for successful administration

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
701	Develop a school philosophy for vocational education. (4)	1	2	3	4	5
702	Cooperate with community power structure to obtain support and approval of the vocational education program. (3)	1	2	3	4	5
704	Obtain input from the general advisory committee in establishing curricula for vocational education. (4)	1	2	3	4	5
705	State objectives of vocational education consistent with the vocational school philosophy. (4)	1	2	3	4	5
711	Incorporate business and industry manpower projections, student interest, census data, and other appropriate community information data in determining the vocational education programs. (3)	1	2	3	4	5
712	Make curricular recommendations for vocational programs. (3)	1	2	3	4	5
713	Assist instructors to establish or reorganize existing craft advisory committees. (4)	1	2	3	4	5
714	Assist instructors to describe occupations and validate with craft advisory committees. (4)	1	2	3	4	5

Staff/Director
4/84

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
715	Assist instructors to develop philosophy statements for curricula. (4)	1	2	3	4	5
716	Assist instructors to develop general goals and objectives for curricula. (4)	1	2	3	4	5
717	Assist instructors to obtain existing analyses or to generate occupational analyses. (4)	1	2	3	4	5
718	Assist instructors to write task statements. (4)	1	2	3	4	5
719	Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees. (4)	1	2	3	4	5
720	Assist instructors to develop occupational grids. (4)	1	2	3	4	5
721	Assist instructors to analyze tasks. (4)	1	2	3	4	5
722	Assist instructors to develop terminal performance objectives and validate with craft advisory committees. (4)	1	2	3	4	5
723	Assist instructors to compile curriculum framework documents. (4)	1	2	3	4	5
724	Assist administration to prepare state approval applications. (4)	1	2	3	4	5
726	Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula. (3)	1	2	3	4	5
727	Assist instructors to provide vocational education designed to meet the needs of all persons to be served. (3)	1	2	3	4	5

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
728	Assist instructors to assess curriculum content with former students and employer follow-up study data. (4)	1	2	3	4	5
729	Implement curriculum content modifications. (4)	1	2	3	4	5
731	Prepare proposals for curriculum development. (3)	1	2	3	4	5
732	Project long-range (5-year) program needs for vocational education. (3)	1	2	3	4	5
733	Evaluate process and product teaching performances. (5)	1	2	3	4	5
735	Assist instructors to develop enabling performance objectives. (4)	1	2	3	4	5
738	Provide appropriate vocational educational materials, instructional aids, and resource persons. (4)	1	2	3	4	5
741	Assist instructors to accommodate student learning styles. (4)	1	2	3	4	5
742	Assist instructors to develop learning packages. (4)	1	2	3	4	5
745	Assist instructors to develop skills in individualizing the execution of instruction. (4)	1	2	3	4	5
746	Assist instructors to develop skills in the execution of instruction for groups of students. (4)	1	2	3	4	5
748	Assist instructors to develop skills in the evaluation of instruction. (4)	1	2	3	4	5

Staff/Director
4/84

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contributio
749	Assist instructors to develop shop/classroom management skills. (4)	1	2	3	4	5
751	Assist instructors to develop skills in planning and implementing an effective school-community relations program. (4)	1	2	3	4	5
756	Evaluate the vocational instructional program. (4)	1	2	3	4	5
757	Maintain an economical delivery system which achieves the stated vocational objectives. (3)	1	2	3	4	5
758	Assist instructors integrate the activities of student organizations with the vocational instructional program. (4)	1	2	3	4	5
759	Assist instructors to provide vocational instruction to serve special needs students. (4)	1	2	3	4	5
760	Maintain a schedule of instruction to meet the needs of individual vocational students. (3)	1	2	3	4	5
761	Comply with laws, rules, regulations, and policies relative to vocational education instruction. (4)	1	2	3	4	5
762	Implement vocational education personnel policies established by the board. (4)	1	2	3	4	5
763	Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel. (4)	1	2	3	4	5
765	Maintain recruitment and selection procedures for vocational education faculty and other personnel. (4)	1	2	3	4	5
766	Provide a program of staff development. (4)	1	2	3	4	5

Staff/Director
4/84

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
768	Maintain a salary and fringe benefit structure. (3)	1	2	3	4	5
769	Maintain staff morale, an open administration, and a cooperative atmosphere. (4)	1	2	3	4	5
770	Delegate responsibility and authority. (4)	1	2	3	4	5
772	Evaluate the performance of all personnel. (4)	1	2	3	4	5
774	Conduct helping conferences with staff/faculty members. (5)	1	2	3	4	5
775	Engage in reinforcement. (4)	1	2	3	4	5
776	Cope with and manage inappropriate behaviors. (4)	1	2	3	4	5
778	Establish effective working relationships with other system personnel. (4)	1	2	3	4	5
779	Coordinate vocational instruction with the academic program. (4)	1	2	3	4	5
780	Work cooperatively with groups. (4)	1	2	3	4	5
782	Communicate curricula with public. (4)	1	2	3	4	5
783	Link relevant resource persons and information systems. (4)	1	2	3	4	5
784	Identify the vocational education information needs of individuals and groups within the community. (3)	1	2	3	4	5
787	Disseminate vocational education information through radio, television, exhibits and other media. (4)	1	2	3	4	5

Staff/Director
4/84

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
788	Obtain advisory committee(s) assistance to facilitate school-community relations. (4)	1	2	3	4	5
791	Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program. (3)	1	2	3	4	5
793	Articulate vocational education needs and programs with representatives of labor and other community groups. (4)	1	2	3	4	5
798	Develop vocational education operating policies. (3)	1	2	3	4	5
801	Protect the health and safety of the vocational education students and staff. (4)	1	2	3	4	5
805	Supervise a system of vocational student placement and follow-up. (3)	1	2	3	4	5
806	Promote operation of the student government. (3)	1	2	3	4	5
807	Maintain a system of student rules and regulations. (3)	1	2	3	4	5
808	Evaluate the total student services program. (3)	1	2	3	4	5
809	Adhere to a professional code of ethics. (5)	1	2	3	4	5
811	Prepare a long-range personal/professional development plan. (4)	1	2	3	4	5
812	Implement a self-improvement plan. (5)	1	2	3	4	5
814	Apply current vocational education leadership theory and practice. (4)	1	2	3	4	5

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
816	Maintain a personal/professional philosophy of education. (4)	1	2	3	4	5
817	Determine facility and equipment needs for the vocational education program. (3)	1	2	3	4	5
818	Provide for the security of vocational education plant, equipment, and personnel. (3)	1	2	3	4	5
819	Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations. (4)	1	2	3	4	5
820	Maintain vocational education plant and equipment in a safe, clean, operable condition. (4)	1	2	3	4	5
821	Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education. (3)	1	2	3	4	5
822	Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education. (3)	1	2	3	4	5
823	Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction. (4)	1	2	3	4	5
824	Apply policy regulating the use of the vocational facilities. (3)	1	2	3	4	5
826	Prepare an annual budget for vocational education. (3)	1	2	3	4	5
827	Prepare a capital improvement budget for a vocational facility expansion or construction. (3)	1	2	3	4	5

Staff/Director
4/84

		Absolutely essential	Contributes greatly	Contributes somewhat	Contributes very little	Absolutely no contribution
828	Locate potential sources of funding for new and continuing vocational program operation and development. (3)	1	2	3	4	5
829	Administer annual vocational education budget in line with approved policies and priorities. (3)	1	2	3	4	5
830	Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services. (3)	1	2	3	4	5
831	Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds. (3)	1	2	3	4	5
832	Analyze the cost of operating a vocational instructional program. (3)	1	2	3	4	5
833	Maintain insurance coverage for the vocational education program. (3)	1	2	3	4	5
835	Prepare proposals for special federal and state vocational funding. (3)	1	2	3	4	5
836	Present financial status reports to the vocational education governing board and/or appropriate operating committees. (4)	1	2	3	4	5

(Please turn over.)

Staff/Director
4/84

Finally, in your opinion, to what degree has the Leadership Development Program been successful in helping interns move toward becoming competent vocational leaders (Vocational Curriculum Specialist, Vocational Supervisor, Vocational Director. Circle the number next to the statement which most accurately expresses your opinion.

1. Extremely Successful
2. Considerably Successful
3. Somewhat Successful
4. Slightly Successful
5. Totally Unsuccessful

Comments:

Name (optional) ____________________

Leadership
Evaluation

Leadership Evaluation
Staff/Director
8/84

C-3 Needs Assessment and Orientation Materials

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Vocational Leadership Development

Conducting the Initial
NEEDS ASSESSMENT

In order to give you a "handle" on where to get started in your leadership development program, as well as to give you some idea of which competencies you might attempt to develop each semester, your first responsibility is to help us identify your individual strengths and weaknesses. The process is not an arduous task, but if done conscientiously, it will require some time.

Every competency on the required and elective lists must not only meet specific criteria, but must also be developed to certain performance levels. You cannot simply develop a particular skill, present supporting evidence of your competency, and have it signed off without first determining the rigor and intensity of development. Each competency statement is followed by a number indicating this rigor or level of development. It is this number that provides an added dimension stating in effect you are not only able to perform this skill, but are able to demonstrate competence more easily (or with greater difficulty) than certain others. The numbers follow this hierarchical scheme:

Theory (Knowledge) Levels	1	Awareness
	2	Understanding
Application Levels	3	Guided Application
	4	Independent Application
	5	Mastery

Each may be defined as

Level 1 AWARENESS: you have only heard of the skill, know little or nothing about it, have never attempted to investigate it, and certainly have never performed it yourself or with someone else. If the leadership concept were discussed, you would feel hardpressed to contribute to the conversation.

Level 2 UNDERSTANDING: just a shade above awareness, this level indicates at most a conversational ability. You may have read or investigated the skill or seen someone else perform the skill. If you have taken classes at one time, studied chapters from a particular text, and perhaps been tested on specific leadership theory, you are considered to be at level 2 since you have never actually performed or applied the skill.

Level 3 GUIDED APPLICATION: with this level, you have actually performed the leadership skill and with some effort are able to duplicate it. However, you feel you would need a great deal of help from someone on the administrative staff if you were to try it again. That is, you really don't appear confident enough to "go it alone" nor to hold yourself accountable for the results.

Level 4 INDEPENDENT APPLICATION: implies performance facility which not only means you are able to demonstrate the skill easily and take complete responsibility, but are able to do it with little or no assistance from anyone.

Level 5 MASTERY: at this level you are stating that in addition to meeting the criteria for independent application, you consider yourself so confident that you are able to perform the skill as well as anyone. Mastery implies a level that except for the time and effort involved you would command the situation with the possession of superior skill or technique.

Attached you will find two lists of competencies; a required list and an elective list. Next to each competency, in the left margin, is a parenthesis. (The same set is being given to your School Leadership Resource Person [SLRP] for his/her assessment of your needs.) Using first the required list of competencies, proceed with the following steps.

Step 1 Examine Competency 713 -- "Assist instructors to establish Craft Committees." Based upon your best estimate, rate yourself on your current ability to perform that skill using the following scheme: if you feel

a. you have only heard of craft committees, but never really became involved with them and know little about them; i.e., you are only AWARE of the skill, write a "1" in the parenthesis next to Competency 713: OR....

b. you have organized your own committee, but have never assisted another instructor to organize his/hers, or you have read considerably concerning craft committees and believe you could organize one but never really have; i.e., you UNDERSTAND how to perform the skill, write a "2" in the parenthesis; OR....

c. you have assisted other instructors in organizing their craft committees (and can find some evidence to support your assistance), but you needed a lot of help from the administrative staff; that is, you are not ready to "go it alone"...yet, you have applied your skill but at the GUIDED APPLICATION level. Write a "3" in the parenthesis; OR....

d. you have actually assisted other instructors in establishing their committees from start-to-finish and did it with very little help from the administrative staff (and can also find some tangible evidence to support your claim), that is, you can perform at the INDEPENDENT APPLICATION level, write a "4" in the parenthesis: OR....

e. finally, if you have actually assisted other instructors in establishing on-going committees (with the tangible proof of effort) and you feel you did it about as well as anybody can, in other words at the MASTERY level, write a "5" in the parenthesis.

Step 2 The second competency statement reads, "Assist instructors to describe occupations and validate with craft advisory committees." Following the same rating rationale as described above, rate yourself on this competency.

1	AWARENESS
2	UNDERSTANDING
3	GUIDED APPLICATION
4	INDEPENDENT APPLICATION
5	MASTERY

Step 3 Continue in the same manner with the remaining competencies on the required list, as well as the competencies on the elective list.

If you conscientiously follow this needs assessment scheme and are completely honest with yourself, a clear picture of your current stage of leadership development will begin to emerge. Some words of CAUTION are in order, however. First, note the number of competency statements that begin with "Assist Instructors"--20 on the required list and 17 on the elective list (with the Supervisor's, for example). The implication here is that if you have performed the skill in your own shop/classroom, you cannot rate yourself as having applied the skill (i.e., application levels 3, 4, or 5). Secondly, if you have performed the skill with students or within the realm of professional or student organizations (VICA, FBLA, DECA, PVA, PAVTE, etc.) rather than with instructor it also cannot be rated at any of the previously described application levels. Stated differently, each level of competency development subsumes the previous level. That is, you are responsible for the knowledge base (theory) of a competency even though you have rated yourself a "3" or higher. The application of a skill with an unsound theory base is a poor excuse for a complacent attitude. Finally, if you are at all UNCERTAIN what a competency means from the statement only, you are urged to refer to the Leadership Performance Assessment Form (LPAF) for the competency to examine the specific criteria against which your ultimate performance will be judged.

Step 4 VALIDATION You will recall earlier that your SLRP is conducting a needs assessment based upon his/her perceptions of your current ability to perform the skills. The forms he/she will use are identical to yours. Your task now is to put your assessment side-by-side with the SLRP's and compare. Refer to the sample on the next page. Note that the final overlay at the right of the sample is your required list with the level of development indicated in parenthesis (see arrow). Your needs assessment is now analyzed in the following manner:

a. if both you and your SLRP agree that the competency is below the required attainment level, some development will be needed. For example, in the sample provided, both intern and SLRP rated competency Nos. 715 and 716 a "3." These two therefore, became developed competencies, since the required level is "4." The same is true for No. 720 since the SLRP rated a "1" and the intern a "2." The required level for that competency is "4."

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Supervisor of Vocational Education
Required Comptencies

Leadership Intern	MANA	School Leadership Resource Person	*	MAN	MANAGEMENT OF CURRICULUM
(5)	* 713	(4)	DOC	*713	713. Assist instructors to establish craft committees. (4) ?
(4)	* 714	(5)	DOC	*714	714. Assist instructors to describe occupations and validat craft advisory committees. (4) ?
(3)	715	(3)	DEV	715	715. Assist instructors to develop philosophy statements fo curricula. (4)
(3)	716	(3)	DEV	716	716. Assist instructors to develop general goals and object for curricula. (4)
(4)	* 717	(1)	DEV ?	*717	717. Assist instructors to generate occupational analyses.
(2)	* 718	(2)	DEV	*718	718 Assist instructors to write task statements. (4)
(3)	* 719	(2)	DEV	*719	719. Assist instructors to select occupational tasks approp instruction and validate with craft advisory committee
(3)	720	(1)	DEV	720	720. Assist instructors to develop occupational grids. (4)
(3)	* 721	(3)	DEV	*721	721. Assist instructors to analyze tasks. (4)
(5)	* 722	(5)	DOC	*722	722. Assist instructors to develop terminal performance obj and validate with craft advisory committees. (4)
(1)	* 723	(1)	DEV	*723	723. Assist instructors to compile curriculum framework doc
(2)	* 726	(4)	DOC ?	*726	726. Assist instructors to comply with state and federal la regulations pertaining to general and vocational educa curricula. (3)

b. if you both rate as high or higher than the required level, the competency becomes a documented one; that is, all you need for a "sign off" is adequate supporting documentation or evidence based upon the criteria for that competency. See for example competency Nos. 713 and 714 on the sample.

c. if the assessment for a number of competencies is at odds between you and your SLRP, most likely a misunderstanding occurred. (See competency Nos. 717 and 726 on the sample.) Either you forgot something in the past, were overconfident, or the SLRP was unaware of your past skills. Usually discussing the competency--WITH THE LPAF IN FRONT OF YOU--will resolve the disagreement. Remember, when in doubt, refer to the LPAF.

Step 5 **SYNTHESIS** You now need to combine your data with the SLRP's into a final list of competencies that are either to be developed or documented (see the "*" on the sample on p.6) as illustrated below.

DEVELOPED COMPETENCIES	DOCUMENTED COMPETENCIES
715	713
716	714
717	722
718	726 etc.
719	
720	
721	
723 etc.	

Step 6 The last remaining step in the entire process of conducting a needs assessment is to select from the developed list of competencies those that you, your SLRP, and FRP agree are the most desirable to work on this semester (remember three competencies for each credit registered as a minimum), and enter them on the contract (see the sample on the next page).

Intern: Joan S. Smith

Course: Ed 581, Special Topics: Supervision Methods

CONTRACT

COMPETENCIES TO DEVELOP DURING FALL SEMESTER, 19___
(Listed in sequential order of development)

	Competency Title	Competency No.
1.	**Assist instructors to develop philosophy statements for curricula.**	715
2.	**Assist instructors to develop general goals and objectives for curricula.**	716
3.	**Assist instructors to obtain existing analyses or to generate occupational analyses.**	717
4.	**Assist instructors to write task statements.**	718
5.	**Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees.**	719
6.	**Assist instructors to develop occupational grids.**	720
7.	**Assist instructors to analyze tasks.**	721
8.	**Assist instructors to develop terminal performance objectives and validate with craft advisory committees.**	722
9.	**Evaluate product and process teaching performances**	733
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

(Vocational Leadership Intern)

(School Leadership Resource Person)

NEEDS ASSESSMENT FORM

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Director of Vocational Education

Management of Curriculum

( ) 701 Develop a school philosophy for vocational education.

( ) 702 Cooperate with community power structure to obtain support and approval of the vocational education program.

( ) 703 Cooperate with other educational agencies in vocational education planning and operation.

( ) *704 Obtain input from the general advisory committee in establishing curricula for vocational education.

( ) *705 State objectives of vocational education consistent with the vocational school philosophy.

( ) 706 Identify population for vocational education needs assessment.

( ) 707 Determine data gathering strategies.

( ) 708 Generate a needs assessment instrument.

( ) 709 Train data collectors.

( ) 710 Administer needs assessment instrument.

( ) 711 Incorporate business and industry manpower projections, student interest, and census data in determining the vocational education programs.

( ) 712 Make curricular recommendations for vocational programs.

( ) *713 Assist instructors to establish or reorganize existing craft advisory committees.

( ) *714 Assist instructors to describe occupations and validate with craft advisory committees.

( ) 715 Assist instructors to develop philosophy statements for curricula.

( ) 716 Assist instructors to develop general goals and objectives for curricula.

( ) *717 Assist instructors to obtain existing analyses or to generate occupational analyses.

( ) *718 Assist instructors to write task statements.

( ) *719 Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees.

( ) 720 Assist instructors to develop occupational grids.

( ) *721 Assist instructors to analyze tasks.

( ) *722 Assist instructors to develop terminal performance objectives and validate with craft advisory committees.

( ) *723 Assist instructors to compile curriculum framework documents.

( ) *724 Assist administration to prepare state approval applications.

( ) 725 Obtain approval for a vocational education program.

( ) *726 Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula.

( ) 727 Assist instructors to provide vocational education designed to meet the needs of all persons to be served.

( ) 728 Assist instructors to assess curriculum content with former students and employer follow-up study data.

( ) 729 Implement curriculum content modifications.

( ) *730 Implement a systematic evaluation of the vocational education curricula to facilitate management decisions.

( ) 731 Prepare proposals for curriculum development.

( ) 732 Project long-range (5-year) program needs for vocational education.

Management of Instruction

( ) 733 Evaluate process and product teaching performances

( ) 734 Assist instructors to determine the needs and interests of students.

( ) 735 Assist instructors to develop enabling performance objectives.

( ) 736 Assist instructors to sequence performance objectives.

( ) 737 Assist instructors to develop units of instruction

( ) 738 Provide appropriate vocational educational materials, instructional aids, and resource persons.

( ) 739 Assist instructors to write lesson plans.

( ) 740 Assist instructors to select teaching/learning styles.

( ) 741 Assist instructors to accommodate student learning style

( ) *742 Assist instructors to develop learning packages.

( ) 743 Assist instructors to assess instructional materials.

( ) 744 Assist instructors to implement instructional materials modifications.

( ) 745 Assist instructors to develop skills in individualizing the execution of instruction.

( ) 746 Assist instructors to develop skills in the execution of instruction for groups of students.

( ) 747 Assist instructors to develop skills in mediated execution of instruction.

( ) 748 Assist instructors to develop skills in the evaluation of instruction.

( ) 749 Assist instructors to develop shop/classroom management skills.

( ) 750 Assist instructors to develop guidance skills.

( ) 751 Assist instructors to develop skills in planning and implementing an effective school-community relations program.

( ) 752 Assist instructors to develop skills in planning and implementing a student vocational organization.

( ) 753 Assist instructors to maintain a viable professional role and to direct student teacher development.

( ) 754 Assist instructors to plan a cooperative education program.

( ) 755 Assist instructors to implement a cooperative education program.

( ) *756 Evaluate the vocational instructional program.

( ) 757 Maintain an economical delivery system which achieves the stated vocational objectives.

( ) 758 Assist instructors integrate the activities of student organizations with the vocational instructional program.

( ) 759 Assist instructors to provide vocational instruction to serve special needs students.

( ) 760 Maintain a schedule of instruction to meet the needs of individual vocational students.

( ) *761 Comply with laws, rules, regulations, and policies relative to vocational education instruction.

Management of Personnel

( ) *762 Implement vocational education personnel policies established by the board.

( ) *763 Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel.

( ) *764 Prepare a job description for all positions.

( ) 765 Maintain recruitment and selection procedures for vocational education faculty and other personnel.

( ) *766 Provide a program of staff development.

( ) 767 Maintain a personnel handbook.

( ) 768 Maintain a salary and fringe benefit structure.

( ) *769 Maintain staff morale, an open administration, and a cooperative atmosphere.

( ) *770 Delegate responsibility and authority.

( ) 771 Conduct staff meetings

( ) *772 Evaluate the performance of all personnel.

( ) *773 Maintain personnel and employment records.

Management of Communications

( ) *774 Conduct helping conferences with staff/faculty members

( ) 775 Engage in reinforcement.

( ) 776 Cope with and manage inappropriate behaviors.

( ) 777 Seek and recognize verbal and non-verbal feedback.

( ) 778 Establish effective working relationships with other system personnel.

( ) 779 Coordinate vocational instruction with the academic program.

( ) 780 Work cooperatively with groups.

( ) 781 Articulate curriculum with other agencies (local, community college, and university).

( ) 782 Communicate curricula with public.

( ) 783 Link relevant resource persons and information systems.

( ) 784 Identify the vocational education information needs of individuals and groups within the community.

( ) 785 Speak in support of vocational education to individuals and groups.

( ) 786 Prepare news releases, brochures, and other printed materials to support vocational education.

( ) 787 Disseminate vocational education information through radio, television, exhibits, and other media.

( ) *788 Obtain advisory committee(s) assistance to facilitate school-community relations.

( ) 789 Inform the community regarding provisions of laws pertaining to vocational education.

( ) *790 Respond to both positive and negative community feedback related to the vocational education program.

( ) *791 Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program.

( ) 792 Prepare status reports on vocational education.

( ) *793 Articulate vocational education needs and programs with representatives of labor and other community groups.

( ) 794 Organize exchange visits between students and community organizations.

( ) 795 Implement policy for internal/external communication for vocational education.

( ) 796 Write memos, letters, notices, etc., to transmit information about the vocational education program.

( ) 797 Conduct recognition programs for school and community supporters of vocational education.

( ) 798 Develop vocational education operating policies.

Management of Student Services

( ) *799 Coordinate recruitment and admissions of vocational students.

( ) *800 Provide a vocational student counseling program.

( ) *801 Protect the health and safety of the vocational education students and staff.

( ) 802 Maintain a system of students' records.

( ) 803 Coordinate the vocational student transportation system.

( ) 804 Arrange for a vocational student work experience program.

( ) *805 Supervise a system of vocational student placement and follow-up.

( ) 806 Promote operation of the student government.

( ) 807 Maintain a system of student rules and regulations.

( ) *808 Evaluate the total student services program.

Management of Personal/Professional Development

( ) *809 Adhere to a professional code of ethics.

( ) *810 Participate in professional organizations.

( ) 811 Prepare a long-range personal/professional development plan.

( ) 812 Implement a self-improvement plan.

( ) 813 Maintain positive mental health.

( ) 814 Apply current vocational education leadership theory and practice.

( ) 815 Read professional literature.

( ) 816 Maintain a personal/professional philosophy of education.

Management of Physical Facilities

( ) *817 Determine facility and equipment needs for the vocational education program.

( ) 818 Provide for the security of vocational education plant, equipment, and personnel.

( ) 819 Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations.

( ) *820 Maintain vocational education plant and equipment in a safe, clean, operable condition.

( ) 821 Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education.

( ) 822 Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education.

( ) *823 Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction.

( ) 824 Apply policy regulating the use of the vocational facilities.

( ) 825 Supervise food service facilities.

Management of Business and Finance

( ) *826 Prepare an annual budget for vocational education.

( ) 827 Prepare a capital improvement budget for a vocational facility expansion or construction.

( ) 828 Locate potential sources of funding for new and continuing vocational program operation and development.

( ) *829 Administer annual vocational education budget in line with approved policies and priorities.

( ) 830 Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services.

( ) 831 Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds.

( ) 832 Analyze the cost of operating a vocational instructional program.

( ) 833 Maintain insurance coverage for the vocational education program.

( ) 834 File reimbursement claims with the State Bureau of Vocational Education.

( ) 835 Prepare proposals for special federal and state vocational funding.

( ) 836 Present financial status reports to the vocational education governing board and/or appropriate operating committees.

NOTE: All competencies marked with an asterisk (*) are key and usually require extra documentation as well as being evaluated by your STE in addition to your SLRP and FRP.

C-4 MIS Reports: Program Report
Personnel Report

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07/20/84                    IUP CENTER FOR VOCATIONAL                                  [redacted]
                              PERSONNEL PREPARATION
                                PERSONNEL REPORT

AGENCY    :   IUP                            VEMIS     :  8120
SSN       : [redacted]                       IJ        :  04

NAME      : [redacted]      [redacted]                     MERCER CO AVTS
STREET    : [redacted]                                     PO BOX 152
CITY      : [redacted]                                     MERCER
STATE     : [redacted]                                     PA
ZIP       : [redacted]                                     16137
PHONE     : [redacted]                                     412 662 3000

STATUS    : A ACTIVE                                       DES       :
COG I     :  PRE         POST                              COG II    : PRE          POST
SPEECH    :

PERSONNEL:
      2  INSERVICE
      3  SCHOOL RESOURCE PERSON

PROGRAM   : 42  SUPERVISOR I        START DATE:        END DATE:              CEC:

PROGRAM   : 00  EMPLOYEES           START DATE:        END DATE:              CEC:

PROGRAM   : 43  DIRECTOR            START DATE: 83 09  END DATE:              CEC:
SRP SSN   : 161 26 3452 ASSIGNED: 83 09 SRP NAME  : ROBERT          G BROWN
FRP SSN   : 187 32 6130 ASSIGNED: 84 03 FRP NAME  : WILLIAM         R SILKMAN
STE SSN   : 194 26 8480 ASSIGNED: 83 09 STE NAME  : EDWARD          K ALLEN

     TEACHING TYPE
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     18

     <<<<<< OCE >>>>>
     NUMB  DATE  INST
     ----------------
     ** NONE **

     <<< CERTIFICATES PURSUING >>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **

     <<<<<<< DEGREES HELD >>>>>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ME          6908

     <<<<< CERTIFICATES HELD >>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     62    8875  6909
     32          7501
     83          8406
```

```
07/20/84                     IUP CENTER FOR VOCATIONAL                        [redacted]
                              PERSONNEL PREPARATION
                              MODULE PROGRAM REPORT

AGENCY   :   IUP                            VEMIS      :  8120
SSN      : [redacted]                       IU         :  04

NAME     : [redacted]     [redacted]                      MERCER CO AVTS
STREET   : [redacted]                                     PO BOX 152
CITY     : [redacted]                                     MERCER
STATE    : [redacted]                                     PA
ZIP      : [redacted]                                     16137
PHONE    : [redacted]                                     412 662 3000

STATUS   : A ACTIVE                                       DES       :
COG I    :  PRE          POST                             COG II    : PRE        POST
SPEECH   :

PERSONNEL:
     2  INSERVICE
     3  SCHOOL RESOURCE PERSON

PROGRAM  : 42   SUPERVISOR I         START DATE:        END DATE:          CEC:

PROGRAM  : 00   EMPLOYEES            START DATE:        END DATE:          CEC:

PROGRAM  : 43   DIRECTOR             START DATE: 83 09  END DATE:          CEC:
SRP SSN  : 161 26 3452 ASSIGNED: 83 09 SRP NAME  : ROBERT          G BROWN
FRP SSN  : 187 32 6130 ASSIGNED: 84 03 FRP NAME  : WILLIAM         R SILKMAN
STE SSN  : 194 26 8480 ASSIGNED: 83 09 STE NAME  : EDWARD          K ALLEN

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< MODULES>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
MOD  ------------------- NAME -------------- START-  -COMP-  INST ACH LEVEL
---------------------------------------------------------------------------
702  COOP W/COM PWR STR OBT SUP/APP VE PRO   830919  831120   II   A    3    43
703  COOP W/OTH ED AGENCIES IN VE PLAN/OPER  831120  840111   II   A    4    43
704  OBT INPUT/GAC/CRAFT COMM EST CURR VE    811006  821213   II   A    4    43
705  STATE OBJ OF VE CONS W/VOC SCH PHILOS   830106  830406   II   A    4    43
706  IDENTIFY POP FOR VE NEEDS ASSESSMENT    820330  820413   II   S    2    43
707  DETERMINE DATA GATHERING STRATEGIES     820330  820413   II   S    2    43
711  INCOR BUS/IND/STUD DATA IN DET VE PROG  831120  840111   II   A    3    43
712  MAKE CURR RECOMMEND FOR VE PROGRAMS     820330  820413   II   S    2    43
725  OBTAIN APPROVAL FOR VOC.ED.PROGRAMS     831201  840319   II   A    3    43
730  IMP SYS EVAL VE CURR TO FACIL MGMT DEC  831201  840202   II   A    3    43
731  PREPARE PROPOSALS FOR CURR DEVELOPMENT                                  43
732  PROJECT LONG-RANGE(5YR)PRG NEED FOR VE  830919  840202   II   A    3    43
740  ASST INST SELECT TEACH/LEARNING STYLES                                  43
751  ASST INST DEV SKIL PLAN/IMP SC COM REL  830919  831114   II   A    4    43
757  MNTN ECON DEL SYS/ACH STATED VOC OBJ    831001  831120   II   A    3    43
760  MNTN SCH OF INST/MEET NDS IND VOC STUD  831001  831120   II   A    3    43
762  IMPL VOC ED PERS POL EST BY GOV BOARD   831001  840111   II   A    4    43
764  PREPARE A JOB DESC FOR ALL POSITIONS    831001  831214   II   A    4    43
767  MAINTAIN A PERSONNEL HANDBOOK           831001  831214   II   A    4    43
768  MAINTAIN A SALARY & FRINGE BENEFIT STR  831214  840330   II   A    3    43
769  MAIN STAFF MORALE/OPEN ADMIN/COOP ATMO  831001                              43
770  DELEGATE RESPONSIBILITY AND AUTHORITY   831001                              43
773  MAINTAIN PERSONNEL & EMPLOYMENT RECORD  831001  840111   II   A    3    43
```

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/84            IUP CENTER FOR VOCATIONAL                    [redacted]
                PERSONNEL PREPARATION
                MODULE PROGRAM REPORT

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< MODULES >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
MOD  ------------------ NAME -------------- START-  -COMP-  INST ACH LEVEL
----------------------------------------------------------------------------
776  COPE W/AND MANAGE INAPPROPRIATE BEHAVE  831001  840209  II   A    4     43
777  SEEK&RECOG VERBAL/NON-VERBAL FEEDBACK   831001  840209  II   A    4     43
781  ART CURR W/OTH AGENCIES (LOC/COM/UNIV)  831031  831214  II   A    4     43
782  COMMUNICATE CURRICULA WITH THE PUBLIC   811201  820119  II   A    3     43
790  RESP/POS&NEG COMM FDBCK REL TO VE PROG  830106  830406  II   A    4     43
792  PREPARE STATUS REPORTS ON VOC ED        831120  840209  II   A    4     43
795  IMP POLICY FOR INT/EXT COMM FOR VOC ED  831001  840111  II   A    3     43
796  WRITE MEMO/LETTER/NOTICE ABOUT VE PROG  811103  811114  II   A    4     43
798  DEVELOP VOC ED OPERATING POLICIES       831214  840319  II   A    3     43
799  COOR RECRUITMENT/ADMISSION VE STUDENTS  811006  811020  II   A    5     43
800  PROVIDE A VOC STUDENT COUNSELING PROG   840124                          43
802  MAINTAIN A SYSTEM OF STUDENTS' RECORDS  831214  840319  II   A    4     43
805  SUPER SYST OF VOC STUD PLACE & FOLL-UP  840124                          43
808  EVALUATE TOTAL STUDENT SERVICE PROGRAM  811020  811215  II   S    2     43
810  PARTICIPATE IN PROFESSIONAL ORGANIZATS  820413  820514  II   A    5     43
813  MAINTAIN A POSITIVE MENTAL HEALTH       820413  820506  II   A    5     43
815  READ PROFESSIONAL LITERATURE            820413  820514  II   A    4     43
817  DETERMINE FAC/EQUIP NEEDS FOR VE PROG   831214  840330  II   A    3     43
819  MAIN VE FAC/EQUIP W/CODE/LAW/RULE/REGS  831214  840414  II   A    4     43
820  MAIN VE PLANT&EQP SAFE/CLEAN/OPER COND   840124                          43
822  MAIN SYS RECV/STOR/DISP MAT/EQP/SUP VE  831214  840330  II   A    3     43
823  SUPER VE FAC ALLOW OPTIMUM UTILIZATION  831214  840414  II   A    4     43
824  APPLY POLICY REG USE OF VOC FACILITY    831214  840414  II   A    3     43
826  PREPARE AN ANNUAL BUDGET FOR VOC ED     831214                          43
827  PREP CAPITAL IMP BUDG/VOC FAC EXP CNST  831214                          43
828  LOC POT SRCS FUND NEW CONT VE PRG OP/D  831214                          43
829  ADMIN ANNUAL VE BUDG/APPR POL & PRIOR   831214                          43
830  IMP PRO PUR/RECV/DIS/ACTG SUP/EQP/SERV  831214  840330  II   A    3     43
831  MAIN APP ACTG SYS FOR ALL VE PRO FUNDS  831214                          43
832  ANALYZE COST OF OPERATING VOC INST PRO  831214                          43
833  MAIN INSURANCE COVERAGE FOR VOC ED PRO  831214  840414  II   A    3     43
834  FILE REIMBURSE CLAIMS WITH STATE BVE    831214                          43
835  PREP PROP FOR SPEC FED/STATE VOC FUND   840124                          43
836  PRES FINAN REP VE GOVERN BD&APP COMMIT  831214                          43
```

Appendix D

List of Interns Enrolled 1983-84 (Use Personnel Report)

List of Interns Enrolled 1983-84

```
07/20/84                  IUP CENTER FOR VOCATIONAL                          [redacted]
                            PERSONNEL PREPARATION
                              PERSONNEL REPORT

AGENCY     :   IUP                          VEMIS      :  8120
SSN        : [redacted]                     ID         :  04

NAME       : [redacted]                                   MERCER CO AVTS
STREET     : [redacted]                                   PO BOX 152
CITY       : [redacted]                                   MERCER
STATE      : [redacted]                                   PA
ZIP        : [redacted]                                   16137
PHONE      : [redacted]                                   412 662 3000

STATUS     : A ACTIVE                                     DES        :
COG I      :  PRE          POST                           COG II     : PRE          POST
SPEECH     :

PERSONNEL:
       2  INSERVICE
       3  SCHOOL RESOURCE PERSON

PROGRAM    : 42  SUPERVISOR I        START DATE:        END DATE:            CEC:

PROGRAM    : 00  EMPLOYEES           START DATE:        END DATE:            CEC:

PROGRAM    : 43  DIRECTOR            START DATE: 83 09  END DATE:            CEC:
SRP SSN    : 161 26 3452 ASSIGNED: 83 07 SRP NAME   : ROBERT           G BROWN
FRP SSN    : 187 32 6130 ASSIGNED: 84 03 FRP NAME   : WILLIAM          R SILKMAN
STE SSN    : 194 26 8480 ASSIGNED: 83 09 STE NAME   : EDWARD           K ALLEN

      TEACHING TYPE
      -------------
      18

      <<<<<< OCE >>>>>
      NUMB  DATE  INST
      ----------------
      ** NONE **

      <<< CERTIFICATES PURSUING >>>
      NUMB  SUBJ  DATE  INST  GRADE
      -----------------------------
      ** NONE **

      <<<<<<< DEGREES HELD >>>>>>>>
      NUMB  SUBJ  DATE  INST  GRADE
      -----------------------------
      ME          6908

      <<<<< CERTIFICATES HELD >>>>>
      NUMB  SUBJ  DATE  INST  GRADE
      -----------------------------
      62    8875  6909
      32          7501
      83          8406
```

```
07/20/84                 IUP CENTER FOR VOCATIONAL                    [redacted]
                          PERSONNEL PREPARATION
                            PERSONNEL REPORT

AGENCY   :   IUP                         VEMIS     :  8800
SSN      : [redacted]                    ID        :  07

NAME     : [redacted]   [redacted]                    E WESTMORELAND AVTS
STREET   : [redacted]                                 BOX 383 HILLVIEW AVE
CITY     : [redacted]                                 LATROBE
STATE    : [redacted]                                 PA
ZIP      : [redacted]                                 15650
PHONE    : [redacted]                                 412 539 9788

STATUS   : A ACTIVE                               DES       :
COG I    :  PRE          POST                     COG II    : PRE          POST
SPEECH   :

PERSONNEL:
     2  INSERVICE
     3  SCHOOL RESOURCE PERSON

PROGRAM  : 42   SUPERVISOR I      START DATE:        END DATE:          CEC:

PROGRAM  : 00   EMPLOYEES         START DATE:        END DATE:          CEC:

PROGRAM  : 43   DIRECTOR          START DATE: 83 09  END DATE:          CEC:
SRP SSN  : 196 28 7850 ASSIGNED: 83 10 SRP NAME  : ANTHONY          P MILECA
FRP SSN  : 187 32 6130 ASSIGNED: 84 03 FRP NAME  : WILLIAM          R SILKMAN
STE SSN  : 194 26 8480 ASSIGNED: 83 09 STE NAME  : EDWARD           K ALLEN

     TEACHING TYPE
     -------------
     09
     10

     <<<<<< OCE >>>>>
     NUMB  DATE  INST
     ----------------
     2056  7510

     <<< CERTIFICATES PURSUING >>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **

     <<<<<<< DEGREES HELD >>>>>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     BS          7906

     <<<<< CERTIFICATES HELD >>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     22    2056  7909
     81          8207
```

```
07/20/84               IUP CENTER FOR VOCATIONAL                        [redacted]
                         PERSONNEL PREPARATION
                            PERSONNEL REPORT

AGENCY    :   IUP                           VEMIS     :  7340
SSN       :  [redacted]                     IU        :  05

NAME      :  [redacted]    [redacted]                    ERIE COUNTY AVTS
STREET    :  [redacted]                                  8500 OLIVER ROAD
CITY      :  [redacted]                                  ERIE
STATE     :  [redacted]                                  PA
ZIP       :  [redacted]                                  16509
PHONE     :  [redacted]                                  814 864 0641

STATUS    : A ACTIVE                                     DES       :  842 NON-DEGREE S
COG 1     :  PRE           POST                          COG II    : PRE         POST
SPEECH    :

PERSONNEL:
     2  INSERVICE

PROGRAM   : 43   DIRECTOR            START DATE: 83 09  END DATE:           CEC:
SRP SSN   : 208 30 6596 ASSIGNED: 83 09 SRP NAME  : ROBERT           E BRUCKER
FRP SSN   : 187 32 6130 ASSIGNED: 83 09 FRP NAME  : WILLIAM          R SILKMAN
STE SSN   : 194 26 8480 ASSIGNED: 83 09 STE NAME  : EDWARD           K ALLEN

    TEACHING TYPE
    -------------
    18

    <<<<<< OCE >>>>>
    NUMB  DATE  INST
    ----------------
    ** NONE **

    <<< CERTIFICATES PURSUING >>>
    NUMB  SUBJ  DATE  INST  GRADE
    -----------------------------
    ** NONE **

    <<<<<<< DEGREES HELD >>>>>>>>
    NUMB  SUBJ  DATE  INST  GRADE
    -----------------------------
    MS          7105

    <<<<< CERTIFICATES HELD >>>>>
    NUMB  SUBJ  DATE  INST  GRADE
    -----------------------------
    62          6807
```

```
07/20/84                   IUP CENTER FOR VOCATIONAL                  [redacted]
                             PERSONNEL PREPARATION
                               PERSONNEL REPORT

AGENCY    :   IUP                                VEMIS      :
SSN       : [redacted]                           IU         :  26

NAME      : [redacted]    [redacted]
STREET    : [redacted]
CITY      : [redacted]
STATE     : [redacted]
ZIP       : [redacted]
PHONE     : [redacted]                                412 763 7116

STATUS    : A ACTIVE                                  DES      :  842 NON-DEGREE SE
COG I     :  PRE            POST                      COG II   : PRE          POST
SPEECH    :

PERSONNEL:
      2  INSERVICE

PROGRAM   : 43   DIRECTOR          START DATE: 83 09  END DATE:              CEC:
SRP SSN   : 206 36 3498 ASSIGNED: 83 09 SRP NAME   : RICHARD             BARKER
FRP SSN   : 187 32 6130 ASSIGNED: 84 03 FRP NAME   : WILLIAM           R SILKMAN
STE SSN   : 194 26 8480 ASSIGNED: 83 09 STE NAME   : EDWARD            K ALLEN

     TEACHING TYPE
     -------------
     09
     10

     <<<<<< OCE >>>>>
     NUMB  DATE  INST
     ----------------
     2101  6710

     <<< CERTIFICATES PURSUING >>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **

     <<<<<<< DEGREES HELD >>>>>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     BS          5302

     <<<<< CERTIFICATES HELD >>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     22    2101
     22    2361
```

```
07/20/84                 IUP CENTER FOR VOCATIONAL                 [redacted]
                          PERSONNEL PREPARATION
                            PERSONNEL REPORT

AGENCY    :   IUP                                VEMIS     :
SSN       : [redacted]                           IJ        :  04

NAME      : [redacted]          [redacted]
STREET    : [redacted]
CITY      : [redacted]
STATE     : [redacted]
ZIP       : [redacted]
PHONE     : [redacted]                                    412 232 0735

STATUS    : I INACTIVE                                    DES        :  842 NON-DEGREE S
COG I     :   PRE           POST                          COG II     : PRE          POST
SPEECH    :

PERSONNEL:
      1   PRESERVICE

PROGRAM   : 43   DIRECTOR           START DATE: 83 09  END DATE:                  CEC:
SRP SSN   : 196 36 4449 ASSIGNED: 83 09 SRP NAME   : DONALD              F DRAKE
FRP SSN   : 187 32 6130 ASSIGNED: 83 09 FRP NAME   : WILLIAM             R SILKMAN
STE SSN   : 194 26 8480 ASSIGNED: 83 09 STE NAME   : EDWARD              K ALLEN

     TEACHING TYPE
     -------------
     09
     10

     <<<<<< OCE >>>>>
     NUMB  DATE  INST
     ----------------
     ** NONE **

     <<< CERTIFICATES PURSUING >>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **

     <<<<<<<< DEGREES HELD >>>>>>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     MS          8004

     <<<<< CERTIFICATES HELD >>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     21    2203  8009
     81          8009
     21    2361  8009
```

```
07/20/84                 IUP CENTER FOR VOCATIONAL                          [redacted]
                           PERSONNEL PREPARATION
                             PERSONNEL REPORT

AGENCY    :   IUP                         VEMIS      :  7340
SSN       :  [redacted]                   IU         :  05

NAME      :  [redacted]      [redacted]               ERIE COUNTY AVTS
STREET    :  [redacted]                               8500 OLIVER ROAD
CITY      :  [redacted]                               ERIE
STATE     :  [redacted]                               PA
ZIP       :  [redacted]                               16509
PHONE     :  [redacted]                               814 864 0041

STATUS    :  A ACTIVE                                 DES      :  842 NON-DEGREE SEE
COG I     :   PRE          POST                       COG II   :  PRE            POST
SPEECH    :

PERSONNEL:
     2  INSERVICE

PROGRAM   : 43   DIRECTOR          START DATE: 83 09  END DATE:                CEC:
SRP SSN   : 208 30 6596 ASSIGNED: 83 09 SRP NAME   : ROBERT             E BRUCKER
FRP SSN   : 187 32 6130 ASSIGNED: 83 09 FRP NAME   : WILLIAM            R SILKMAN
STE SSN   : 194 26 8480 ASSIGNED: 83 09 STE NAME   : EDWARD             K ALLEN

    TEACHING TYPE
    -------------
    10
    18

    <<<<<< OCE >>>>>
    NUMB  DATE  INST
    ----------------
    ** NONE **

    <<< CERTIFICATES PURSUING >>>
    NUMB  SUBJ  DATE  INST  GRADE
    -----------------------------
    ** NONE **

    <<<<<<< DEGREES HELD >>>>>>>>
    NUMB  SUBJ  DATE  INST  GRADE
    -----------------------------
    MS          7206

    <<<<< CERTIFICATES HELD >>>>>
    NUMB  SUBJ  DATE  INST  GRADE
    -----------------------------
    80          7003
    83          8306
    32          7709
    62          7803
```

```
07/20/84                IUP CENTER FOR VOCATIONAL                 [redacted]
                         PERSONNEL PREPARATION
                           PERSONNEL REPORT

AGENCY    :   IUP                         VEMIS     :  7900
SSN       :  [redacted]                   IU        :  04

NAME      :  [redacted]   [redacted]                   LAWRENCE COUNTY AVTS
STREET    :  [redacted]                                750 WOOD ST
CITY      :  [redacted]                                NEW CASTLE
STATE     :  [redacted]                                PA
ZIP       :  [redacted]                                16101
PHONE     :  [redacted]                                412 658 3581

STATUS    : A ACTIVE                                   DES        :  842 NON*DEGREE SE
COG I     :  PRE          POST                         COG II    : PRE         POST
SPEECH    :

PERSONNEL:
      2  INSERVICE

PROGRAM   : 43  DIRECTOR          START DATE: 84 01  END DATE:           CEC:
SRP SSN   :               ASSIGNED:       SRP NAME   :
FRP SSN   : 187 32 6130 ASSIGNED: 84 03 FRP NAME   : WILLIAM         R SILKMAN
STE SSN   : 194 26 8480 ASSIGNED: 84 01 STE NAME   : EDWARD          K ALLEN

     TEACHING TYPE
     -------------
     18

     <<<<<< OCE >>>>>
     NUMB  DATE  INST
     ----------------
     ** NONE **

     <<< CERTIFICATES PURSUING >>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **

     <<<<<<< DEGREES HELD >>>>>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **

     <<<<< CERTIFICATES HELD >>>>>
     NUMB  SUBJ  DATE  INST  GRADE
     -----------------------------
     ** NONE **
```